This report provides suggestions on how a language arts study skills assessment program could be structured to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. This report includes: (1) a list of Common Curriculum Goals that relate to study skills; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal assessment practices at the classroom and district levels; (4) a bibliography of study skills assessment sources; and (5) sample study skills assessment tools and procedures. (RS)
English Language Arts
Assessing Student Progress on the Common Curriculum Goals

Report 5: Study Skills

Division of Curriculum and School Improvement
Oregon Department of Education
September 1988
The review of research and initial draft of this paper were done by Frank Mazzio, Independent Consultant, Portland, Oregon. The paper was revised to reflect comments from Oregon educators and published by the Department of Education.

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ASSESSMENT OF THE
ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS

Report 5: Study Skills

School districts in Oregon are required in Standards for Public Elementary and Secondary Schools 581-27-602 and -606 to use student assessment information on the Common Curriculum Goals to assist in making decisions about instruction of individual students and effectiveness of instructional programs. The standards suggest that a broad range of information is required to profile student and program progress and needs. There is also the assumption that instructional programs in schools have a clear alignment among the goals for instruction, the activities in the classroom, and the assessment of students' knowledge and skill.

This report provides suggestions on how a language arts study skills assessment program might be structured to ensure that districts carry out the intent of the state Standards.

The suggestions offered within this report are based on what current research indicates works best in measuring study skills. Clearly, there may be differences in study skills assessment district to district, and even classroom to classroom within the same building. To the extent that classroom or program assessment approaches differ from what is suggested here, those differences should nevertheless reflect a sound research base.

The report includes:

1. A list of the Common Curriculum Goals that relate to study skills (keyed to Essential Learning Skills, as appropriate).
2. General implications for assessment.
3. Criteria for differentiating among insufficient, acceptable and ideal assessment practices at the classroom and district levels.
4. Bibliography of study skills assessment sources.
5. Sample study skills assessment tools and procedures.

COMMON CURRICULUM GOALS RELATED TO STUDY SKILLS

The following Common Curriculum Goals, which relate directly to study skills and information retrieval skills, may be assessed through procedures suggested later in this report. Other Common Curriculum Goals may also be assessed through study skills (note particularly CCG 1.2, 1.3, 2.2, 2.6). However, in order to avoid repetition in these reports, each Common Curriculum Goal appears only once in the area where it is most frequently and easily assessed. Where appropriate, the goals are keyed to relevant Essential Learning Skills, which cut across curriculum areas.

Some procedures and resources are included later in this report which may be helpful in assessing study skills. It is NOT necessary that these Common Curriculum Goals be individually assessed, nor assessed separately within different content areas. For
example, a well-structured direct assessment of study skills might well meet the assessment requirements for all the Common Curriculum Goals listed here.

Further, districts that are focusing on the Essential Learning Skills may find creative ways to structure assessments which measure skills in more than one curriculum area: study skills and social studies, for example, or study skills and reading. This integrative approach is encouraged to the extent that districts find it a natural and logical outgrowth of their preferred assessment procedures; however, it is also perfectly acceptable for districts to assess different curriculum areas separately.

Common Curriculum Goals (Relevant to Study Skills)

Students will:

1.4 Use instructional materials as basis for gaining knowledge and improving comprehension. (ELS 2.2)

1.15 Clarify purposes of assignments. (ELS 7.1)

1.16 Use resources beyond the classroom. (ELS 7.2)

1.17 and 2.22 Select and use appropriate study techniques. (ELS 7.3)

IMPLICATIONS FOR ASSESSMENT

Study skills require a variety of assessment techniques. Some skills, such as knowledge of components of reference books and library media resources (CCG 1.4, 1.16) can be assessed through paper and pencil tests. Some published tests and textbook tests may cover these skills (see Appendix C for analysis). However, many of these skills are best assessed through observation of students' ability to use the materials, for example, in developing a research paper or report (CCG 1.4 and 1.16).

Students' knowledge of the purposes of an assignment and the concepts it addresses (CCG 1.15) may be assessed through observation (e.g., reviewing assignment notebooks, etc.) or questioning of students. Self-evaluation checklists (see Appendix D) may also be used to assess students' perceptions about their performance in various study skills areas (CCG 1.15, 1.17/2.22).

Teacher observation of students' study habits will provide the most useful assessment information in many areas (CCG 1.4, 1.15 and 1.17/2.22). Checklists (see Appendix D), anecdotal notes, or teacher journal/log can serve as a record of observations. Interviews and counseling with students will also provide additional information. In some cases skill deficiencies may be indicated by exception (e.g., teacher notes which students are having difficulty).

Students should receive feedback on their application of study skills two or three times a year. Students who demonstrate deficiencies in some study skills should receive immediate feedback, conferencing and reteaching, and follow-up feedback as they attempt to implement new strategies.
CLASSROOM LEVEL STUDY SKILLS ASSESSMENT

Guidelines for Insufficient/Acceptable/Ideal Assessment Practices

The following examples are intended to be illustrative of the procedures and practices teachers might follow in assessing students' study skills to help make instructional decisions. Note that at the first (INSUFFICIENT) level, the practices followed, while not necessarily inherently wrong, are insufficient to ensure compliance with Standard 602. At the second (ACCEPTABLE) level, the practices extend beyond what is described as INSUFFICIENT, and—though not ideal—are likely to ensure minimal compliance with Standard 602. At the third (IDEAL) level, the practices described are likely to exceed the minimal requirements for compliance, but still be within reach of districts that want the most effective and thorough possible assessment of their students' study skills. It is hoped that this IDEAL level will serve as a goal for which most districts will aim in practice.

INSUFFICIENT
Teachers assess students through standardized achievement tests which may include a study skills subtest.

ACCEPTABLE
Teachers assess student skills, using teacher- or textbook-developed objective tests related to study skills. In addition, teachers observe student behavior related to study skills, provide oral and written feedback to students, keep anecdotal records or checklists related to the Common Curriculum Goals and provide summary comments or grades.

IDEAL
In addition to the acceptable level, teachers regularly review assessment results with students. They provide oral and written feedback to students based on explicit well-defined criteria related to the Common Curriculum Goals. Students use self-evaluation questionnaires to assess and improve their use of study skills.

STUDENT ASSESSMENT FOR PROGRAM EVALUATION

Guidelines for Insufficient/Acceptable/Ideal Assessment Practices

When evaluating a program, one of the sources of information is student achievement data. In addition, the program philosophy, goals, materials and other characteristics should be reviewed and evaluated. The student achievement data will help to identify where strengths and weaknesses might exist in the current program. The following examples are intended to be illustrative of the procedures and practices districts might follow in assessing student achievement for program evaluation. At the first (INSUFFICIENT) level, the practices followed, while not necessarily inherently wrong, are insufficient to meet the Standards. At the second (ACCEPTABLE) level, the practices would ensure at least minimal compliance with the Standards. The third level (IDEAL) exceeds minimum compliance but should still be in reach of districts.
INSUFFICIENT The district has no organized study skills assessment. It offers a standardized achievement battery that may have a sub-section related to study skills.

* * * * * * * *

ACCEPTABLE The district uses either a locally developed or published study skills assessment instrument. (Appendix B includes a list of published study skills tests.) The study skills test is given to a representative sampling of students in a one-time paper and pencil test situation. The district assesses specific grades on a regular cycle.

* * * * * * * *

IDEAL The district assesses all students at specific grade levels on a regular cycle using either a locally-developed or published study skills test and collecting classroom data over time on student achievement of appropriate study skills behaviors related to the Common Curriculum Goals.
BIBLIOGRAPHY

Selected Publications on Study Skills Assessment


APPENDIX A
RESOURCES
INDEPENDENT CONSULTANTS

Frank Mazzio
1905 NW 138th
Portland, OR 97229
644-9475

Frank, formerly language arts specialist with the Oregon Department of Education, can provide inservice and consultation on study skills programs and assessment.

Marlene Tymchuk
820 View Street
Reedsport, OR 97467
271-3458

Marlene can provide workshops and consultation on study skills programs and assessment.

Meredith and Joyce Gall
M. Damien Instructional Design
4810 Mahalo Drive
Eugene, OR 97405
687-9055

Meredith and Joyce have developed study skills materials and can provide workshops and consultations on study skills programs and assessment.

Oregon Reading Association
Secondary Special Interest Committee
Kris Heath, Chairperson
3495 Pacific Highway W
Rickreall, OR 97371
623-6831

The Secondary Special Interest Committee has done a great deal of work on effective study skills programs. Kris can provide information, contacts with the committee members in various regions of the state, and workshop or consultation services.

Carmen West
Talmadge Middle School
510 16th Street
Independence, OR 97351-1099
838-1424

Carmen can provide workshops and consultation on study skills programs and assessment.

The hm Study Skills program includes material for Level B (grades 3 and 4), Level I (grades 5–7), Level II (grades 8–10), Level III (grades 11–13 and college) and specific math, science and GED materials. Sample student texts and teacher guides for all levels are available for check-out and review from the Information Resource Center, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 973310, 378–8471.


This guide provides sample lesson plans, including evaluation techniques, for teaching library media skills. It may be checked out of the Information Resource Center, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 973310–0290, 378–8471.
APPENDIX B

STUDY AND REFERENCE SKILLS TESTS
(A LIST COMPILED BY THE
NORTHWEST REGIONAL EDUCATIONAL LABORATORY)
<table>
<thead>
<tr>
<th>Test (Year) Forms</th>
<th>Grades</th>
<th>Subtests</th>
<th>Norms</th>
<th>Comments</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective Study Test</strong> (1964) 1 Form</td>
<td>9-12 College (2 levels)</td>
<td>Reality Orientation, Study Organisation, Writing Behavior, Reading Behavior, Examination Behavior, Total Study Effectiveness</td>
<td>1962 53 norms for 9,10,11,12 and college students</td>
<td>Student self-report instrument for screening and counseling to identify students without effective study habits. Can be used to predict academic success. Hand scored. Some study of validity. No reliabilities reported. 25 true/false questions.</td>
<td>American College Testing Program P.O. Box 704 Kent, OH 44240</td>
</tr>
<tr>
<td><strong>Cornell Learning and Study Skills Inventory</strong> (1970) 1 Form</td>
<td>7-12 College (2 levels)</td>
<td>Goal Orientation; Activity Structure, Scholarly Skills; Lecture Mastery; Textbook Mastery, Examination Mastery; Self Mastery</td>
<td>7-9, 10-12; and college level norms (little information on norming population)</td>
<td>130 true/false questions. Self-report of a student's attitude toward learning and studying. Manual includes some assistance in interpreting results and presents a good summary of study skills. Some study of validity was done. Machine or hand scored. Good reliability</td>
<td>Psychologists and Educators, Inc 211 West State Street Jacksonville, IL 62640</td>
</tr>
<tr>
<td><strong>Language Arts Study and Reference Skills, Grades K-12</strong> (1972) 1 Form</td>
<td>K-12</td>
<td>Reference Skills: Alphabetising material, locating information in a book, using reference books, Study Skills: following directions, notetaking, organising information, studying, research papers,</td>
<td>None</td>
<td>Provides general set of objectives with a few test questions to measure each. Most questions are open-ended. No information on reliability or validity.</td>
<td>IOX Assessment Associates Box 26686 Los Angeles, CA 90024</td>
</tr>
<tr>
<td><strong>Notetaking Observation Training &amp; Evaluation Scale</strong> (1985) 1 Form</td>
<td>College</td>
<td>Lecture, lecture post-lecture notetaking habits,</td>
<td>None</td>
<td>Use peer evaluation to evaluate notetaking using a 6-point scale. Part of a semester course on notetaking. The emphasis is on behavior, not knowledge. There is no assistance with interpreting results.</td>
<td>In &quot;Training and evaluating notetaking. College reading and learning assistance technical report 86-06&quot; by James R. King and Norman A. Stobi, Georgia State University, 1986, ERIC ED 282-657</td>
</tr>
<tr>
<td><strong>School Library/Media Skills Test</strong> (1986) 1 Form</td>
<td>4-13</td>
<td>Organisation, Selection, Utilisation, Comprehension and Production</td>
<td>Means and standard deviations for 4-8, 7-9 and 10-12</td>
<td>Developed to update and extend previous measures. Subtest reliabilities are too low for meaningful interpretation. Total test reliability is good. There was some attempt at validation. Hand scored 27 questions. Untimed. Some help with interpretation and use.</td>
<td>Libraries Unlimited P.O. Box 263 Littleton, CO 80160</td>
</tr>
<tr>
<td><strong>Study Activity Survey</strong> (1986) 3 forms (R&amp;T)</td>
<td>7-12 Adult</td>
<td>Study Skills, Focus on Test Relevance; Assiduous Processing, Cog. Monitoring, Duplicative Processing, Generation of Constructed Information and Interpretation Information, Selective Notetaking, Assiduous Resource Management, Means of Resource Management, Self-Evaluation of Cognitive Ability, Self-Evaluation of Management Ability</td>
<td>None</td>
<td>Research instrument designed to assess student self-ratings of study habits. Two forms were used to pre- and post-test items for final form. No assistance for interpreting data.</td>
<td>In &quot;The development of two study strategy inventories: The study activity survey, forms R and T&quot; by Joanna L. Janson, Far West Laboratory, 1846 Yoloan Street, San Francisco, CA 94103</td>
</tr>
<tr>
<td>Test (Year) Forms</td>
<td>Grades</td>
<td>Subtests</td>
<td>Norms</td>
<td>Comments</td>
<td>Available</td>
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</tr>
<tr>
<td>Study Attitudes &amp; Methods Survey (1972) 1 form</td>
<td>9-12 and College</td>
<td>Academic Interest, Academic Drive-Conformity, Study Methods, Study Anxiety; Manipulation; Alienation Toward Authority.</td>
<td>Community College (Based on a small Sample)</td>
<td>Student self-rating instrument designed to identify students with poor study habits and to diagnose skill areas for additional attention. Machine or hand scored. There is some interpretive assistance for various uses of the instrument. Reliabilities of subscales are good. Desert attempt at validation. 90 items.</td>
<td>Educational &amp; Industrial Testing Service P O Box 7234 San Diego, CA 92117</td>
</tr>
<tr>
<td>Study Habits Evaluation &amp; Instruction Kit (1979) 3 forms (4,6,8)</td>
<td>9-12 and College</td>
<td>Place of Study, Study Time; Organization of Study; Textbook Reading Skills; Taking Notes; Studying for Examinations, Examination Technique.</td>
<td>1977 norms for New Zealand high school students</td>
<td>Inventory of Study Habits is a student self rating which can be scored by the student. The Instructional Units are workbooks to enhance skills covered by each of the subtests. Seven scores. No total score. Hand scored. A few questions are not meaningful for U.S. schools. Reliability is good. Some effort at validation. 176 questions. Untimed.</td>
<td>New Zealand Council for Education Box 3337 Wellington, NEW ZEALAND</td>
</tr>
<tr>
<td>Study Skills Counseling Evaluation (1978) 1 form</td>
<td>9-12 and College</td>
<td>Time Distribution, Study Conditions; Taking Notes; Preparing and Taking Examinations, Other Habits and Attitudes, Academic Achievement.</td>
<td>High school; 2-year and 4-year college students (based on small N)</td>
<td>Student self-rating for identifying students with weak study skills. Hand scored. Items are written so &quot;very often&quot; is the desirable response for all questions. 80 items.</td>
<td>Western Psychological Services 12031 Wilshire Blvd Los Angeles, CA 90026</td>
</tr>
<tr>
<td>Survey of Study Habits and Attitudes (1944) 1 form</td>
<td>7-12 and College</td>
<td>Study Habits (delay avoidance; work methods) and Study Attitudes (teacher approval; education acceptance).</td>
<td>Spanish edition available. Test not in collection and not reviewed</td>
<td>The test for appropriate content and language. Most of these instruments have had at least minimal validation. Reliabilities vary but are generally acceptable.</td>
<td>Psychological Corporation 666 Academic Court San Antonio, TX 78204-0962</td>
</tr>
</tbody>
</table>

Tests of Study and Reference Skills generally cover note-taking, reading strategies, memory strategies, time management, taking tests, organization, library skills, and attitudes towards studying. Each of these instruments does not measure all of these areas and thus they are not necessarily comparable.
APPENDIX C

STUDY SKILLS: INSTRUCTION AND ASSESSMENT – A LIST FROM CURRENT OREGON ADOPTEED TEXTBOOKS FOR READING, LANGUAGE AND COMPOSITION K–8, AND LANGUAGE AND COMPOSITION 7–12

The following chart contains one reviewers summary of the instruction and tests for study skills found in the state-adopted reading and written language and composition textbooks. Another reviewer might have a different interpretation of what constitutes instruction or testing of study skills. It is obvious, however, that few testing instruments are available in these materials.
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 3</strong></td>
</tr>
<tr>
<td>Study skills appears in the various chapters of the text.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>GRADE 5</strong></td>
</tr>
<tr>
<td>Study skills appears in the various chapters of the text.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>GRADE 8</strong></td>
</tr>
<tr>
<td>Study skills appears in the various chapters of the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. TEXTBOOK:  D C Heath - Heath Language Arts  K-8  c1988</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 3</strong></td>
</tr>
<tr>
<td>A few pages in chapter 4 covering the following:  ● Filling out forms  ● Following written directions  ● Reading charts and maps  ● Studying for tests  ● Choosing a place to study</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>GRADE 5</strong></td>
</tr>
<tr>
<td>A brief discussion of the following skills in unit 4:  ● Skimming and summarizing  ● Reading charts and maps  ● Studying for tests</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>GRADE 8</strong></td>
</tr>
<tr>
<td>Study skills instruction is included in unit 20, Critical Reading:  ● Skimming and scanning  ● Reading maps  ● Business forms  ● Studying for a test</td>
</tr>
</tbody>
</table>
3. TEXTBOOK: Holt - Impressions Series K-3 c1984

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>TESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study skills not treated as separate instruction.</td>
<td>NONE</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Grade</th>
<th>INSTRUCTION</th>
<th>TESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Unit 9 is the study skills section. It relates solely to dictionary and library skills.</td>
<td>NONE</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Unit 9 is the study skills section. It relates solely to dictionary and library skills.</td>
<td>NONE</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Unit 9 is the study skills section. It relates solely to dictionary and library skills.</td>
<td>NONE</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Grade</th>
<th>INSTRUCTION</th>
<th>TESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>Study skills section of text includes: Dictionary words Summarizing Tables and graphs Maps and Diagrams Test taking tips</td>
<td>NONE</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Text covers same subjects as listed for grade 5</td>
<td>NONE</td>
</tr>
</tbody>
</table>

6. TEXTBOOK: Macmillan English K-8 c1987

<table>
<thead>
<tr>
<th>Grade</th>
<th>INSTRUCTION</th>
<th>TESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3, &amp; 5</td>
<td>Study skills such as reading charts, graphs, taking notes, taking tests, etc. are included as parts of other language arts units.</td>
<td>NONE</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Contains one chapter that includes instruction on study and test taking skills, how to study, and taking notes.</td>
<td>NONE</td>
</tr>
</tbody>
</table>
### Grade 3

**INSTRUCTION**
- Taking notes from oral material
- Taking tests
- Types of directions and questions
- Using memory aids

**TESTS**
- NONE

### Grade 5

**INSTRUCTION**
- SQ3R study method
- Note taking
- Fact and opinion
- Taking notes from oral material
- Using memory aids
- Taking tests
- Types of directions and questions
- Using graphic aids

**TESTS**
- NONE

### Grade 8

**INSTRUCTION**
- To understand and record directions
- To organize time in order to complete assignments
- To use the SQ3R study method
- To learn how to take notes
- To write a modified outline
- To learn how to evaluate research sources
- To know when and how to use different types of reading: skimming, scanning and in-depth reading
- To develop memorization skills
- To understand how to read and interpret graphic aids
- To recognize two different kinds of text: course tests and standardized tests
- To recognize different types of test questions
- To learn how to take a test

**TESTS**
- Testing consists of 75 multiple-choice items listed instructional objective statements in the left column.

---

### Grade 3, 5 & 8

**INSTRUCTION**
- Analyzing organized written material, i.e., books, almanacs, telephone directories, etc.
- Taking notes
- Developing study habits
- Giving and following directions
- Organizing notes and outlines

**TESTS**
- NONE
<table>
<thead>
<tr>
<th>TEXTBOOK: Silver Burdett English K-8 c 1988</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 3</strong></td>
</tr>
<tr>
<td>Study skills information scattered through chapters of other material.</td>
</tr>
<tr>
<td><strong>GRADE 5</strong></td>
</tr>
<tr>
<td>Study skills information scattered through chapters of other material.</td>
</tr>
<tr>
<td><strong>GRADE 8</strong></td>
</tr>
<tr>
<td>Study skills information scattered through chapters of other material.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Coronado - English: Writing and Skills 7-12 c 1985</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 8</strong></td>
</tr>
<tr>
<td>No evidence that study skills are treated separately in the text.</td>
</tr>
<tr>
<td><strong>GRADE 11</strong></td>
</tr>
<tr>
<td>No evidence that study skills are treated separately in the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Glencoe English Series 7-12 c 1984-85</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADES 8 &amp; 11</strong></td>
</tr>
<tr>
<td>No evidence that study skills are treated separately in the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Harcourt - English Grammar and Composition 7-12 c 1986</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 8</strong></td>
</tr>
</tbody>
</table>
| • Applying SQ3R study method
• Distinguishing fact from opinion
• Note taking
• Test taking
• Analyzing essay questions | NONE |
| **GRADE 11** | INSTRUCTION | TESTS |
| • Test taking skills for objective and essay type tests | NONE |

**GRADE 8**

**INSTRUCTION**
- Distinguishing between fact and opinion
- Taking notes
- Summarizing study material
- Preparing for objective tests
- Preparing and taking essay tests

**TESTS**
- Four pages of material in the teacher resource book relate to Chapter 32 in student text. The first two pages present brief essay assignments concerning history, social studies and other courses. The other two pages discuss answering analogy questions.

**GRADE 11**

**INSTRUCTION**
- Contains a chapter "Studying and Test Taking." The material is primarily concerned with study techniques directly related to writing, i.e., precise writing, science writing, etc. Stresses instruction in vocabulary, discusses verbal analogies, analyzing essay questions.

**TESTS**
- Tests for this chapter are multiple-choice.

### 14. TEXTBOOK: Heath - Grammar and Composition 6-12 c 1986/87/88

**GRADE 8**

**INSTRUCTION**
- Chapter 32 lists the following objectives:
  - Using SQ3R study method
  - Following steps for note taking
  - Answering objective tests
  - Developing essay questions
  - Taking standardized tests

**TESTS**
- Tests for Chapter 32 are as follows:
  - 5 multiple-choice questions on study skills
  - 5 multiple-choice questions on test items
  - 7 matching questions on understanding directions for essay tests
  - 3 multiple-choice questions on standardized tests

### 15. TEXTBOOK: Laidlaw - The Laidlaw English Series 9-12 c1985

**GRADES 9 & 11**

**INSTRUCTION**
- No evidence that study skills are treated separately the text.

**TESTS**
- NONE

### 16. TEXTBOOK: Macmillan English 7-8 c1987

**GRADE 8**

**INSTRUCTION**
- Unit 13 concerns study and test taking skills:
  - Note taking
  - Outlining
  - Fact versus opinion
  - Reading graphs
  - Using test taking skills
  - Verbal analogies

**TESTS**
- Consists of brief multiple-choice, underlining, or short phrase answer statements concerning:
  - Main ideas in a paragraph
  - Determining fact from opinion
  - Locating key words
  - Completing analogies
  - Finding information in the library

---

C-5
### Grade 8

**Instruction**

Chapter 13 offers the following instruction related to study skills:
- Understanding the assignment
- Developing good study habits
- Studying an assignment
- Taking notes
- Different types of reading
- Using graphic arts
- Taking tests

**Tests**

A one page test is provided that covers taking notes, interpreting a graph.

### Grade 11

**Instruction**

Chapter 16 discusses college entrance examinations and other tests:
- Tests in specific subject areas
- College entrance examinations
- Types of standardized test questions

**Tests**

NONE

### Grade 8

**Instruction**

Writing section 2 is entitled Study and Research Skills. It discusses:
- Understanding the assignment
- Following directions
- A time and place to study
- Achieving goals with a study plan
- A way to study
- Taking notes
- Using graphic aids
- Answering objective test questions

**Tests**

NONE

### Grade 11

**Instruction**

Writing section 23 covers the following:
- Understanding your assignments
- Using SQ3R
- Taking notes
- Adjusting your reading rate
- Drawing conclusions from graphic arts
- Answering test questions
- Preparing for standardized tests
- Answering Standardized tests

**Tests**

NONE
**GRADE 8**

### INSTRUCTION

Chapter 35 addresses the following areas of study skills:
- Choosing a study setting
- Scheduling study time
- Keeping track of assignments
- Note taking
- Outline work
- Summarizing
- Library and dictionary skills

### TESTS

Provides a Study and Research Skills pretest of 18 questions in the areas of study developed in the chapter. Each item calls for a word, phrase, sentence or paragraph response.

Provides four chapter tests: Critical Thinking, Reading and Test Taking Skills, Library and Dictionary Skills, Basic Study Skills. Calls for word, phrase, sentence or paragraph responses.

Provides a chapter post-test on all study and research skills. Calls for word, phrase, sentence or paragraph response.

---

**GRADE 11**

### INSTRUCTION

Chapter 29 is the basic study skills instruction in this text that stresses:
- Evaluating study habits by developing a study plan and setting goals
- Taking notes
- Making outlines
- Writing summaries
- Developing a personal shorthand

Chapter 31 deals with reading skills and the following instruction on standardized tests:
- Taking standardized tests
- Answering vocabulary questions
- Answering reading comprehension questions

### TESTS

Test format and coverage similar to the approach used in grade 8.

---

**20. TEXTBOOK: Scribner - Macmillan English 9-12 c1986**

### INSTRUCTION

Chapter 33 addresses the following study and test taking skills:
- General information and strategies for standardized tests
- Analogy
- Sentence completion questions
- Reading comprehension questions
- Multiple-choice questions

### TESTS

Consists of fifteen multiple-choice questions similar to:
- SAT analogy questions
- SAT sentence completion questions
- ECT grammar and usage questions
- ECT sentence corrections questions
- ECT construction - shift questions

---


### INSTRUCTION

Chapter 33 focuses on these college-entrance examinations:
- SAT
- PSAT
- ECT

Examples and questions in the test are taken from the actual tests.

### TESTS

One 15 item multiple-choice test on standardized tests is included.
<table>
<thead>
<tr>
<th>TEXTBOOK: Scribner - Foundations: Language 9-12 c1986</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 11</strong></td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>Study skills embedded in instructional material.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Economy Reading Series K-8 c1986</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 3, 5, and 8</strong></td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>No specific unit on study skills. The study skills discussed relate to reading, library and reference work skills.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Harcourt - HBJ Reading K-8 c1987</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 3, 5, and 8</strong></td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>No specific unit on study skills. The study skills discussed relate to reading, library and reference work skills.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Houghton Mifflin Reading K-8 c1986</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 3, 5, and 8</strong></td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>Study skills are interwoven in the various reading units. Most of them relate to reading.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>This series includes an 8th grade assessment section that has tests on:</td>
</tr>
<tr>
<td>• Locating information; skimming and scanning</td>
</tr>
<tr>
<td>• Taking tests</td>
</tr>
<tr>
<td>• Essay tests</td>
</tr>
<tr>
<td>• Summarizing</td>
</tr>
<tr>
<td>• Outlining to recognize text organization</td>
</tr>
<tr>
<td>• Taking and organizing notes</td>
</tr>
<tr>
<td>• Reading visual study aids</td>
</tr>
<tr>
<td>• Analogies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Macmillan - Connections K-8 c1987</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 3, 5, and 8</strong></td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>No organized unit on study skills.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
<tr>
<td>TEXTBOOK: McDougal Littell - Reading Literature Series 7-12</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Grades 8 and 11</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>No organized unit on study skills.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Open Court - The Headway Reading Program K-6 c1985</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3 and 5</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>No organized unit on study skills.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Science Research Associates - Reading Mastery Series 1-6 c1982-83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3 and 5</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>No organized unit on study skills.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Scott, Foresman - Reading: An American Tradition K-8 c1987</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3, 5 and 8</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>No organized unit on study skills.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Scribner Reading Series K-8 c1987</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3, 5, 8 and 11</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>Study skills other than those associated with reading are not addressed in this series.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXTBOOK: Silver, Burdett and Ginn - Ginn Reading Series K-8 c1987</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3, 5, and 8</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td>Study skills discussed in different chapters relate to those study skills associated with reading, library and reference work.</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
</tr>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>
STUDY SKILLS CHECKLIST

[Student name]

[Teacher name]

Date: ________________

School: ________________

I. ORGANIZATION OF SELF AND ENVIRONMENT (1.17, 2.22)
   1. Establishes a regular study schedule
   2. Has an area/place to study
   3. Is rested and alert
   4. Eliminates distractions
   5. Sets goals for amount to be accomplished
   6. Meets due dates for assignments

II. LISTENING SKILLS (1.7, 2.2)
   1. Hears what is being said
   2. Asks questions
   3. Listens for and uses new words and meanings
   4. Listens for interpretation (recordings, tapes, movies, oral presentations)
   5. Participates in speaking-listening situations
   6. Attends to oral directions
   7. Listens for key words or phrases (e.g., first, remember, or example, take note of, the basic idea is)

III. FOLLOWING DIRECTIONS (1.3, 2.2)
   1. Attends to oral directions
   2. Attends to written directions
   3. Listens for and uses new words and meanings
   4. Adapts directions for a slightly different purpose (e.g., a recipe for a smaller/larger serving)
   5. Interprets abstract directions or principles and applies them to concrete situations (e.g., principles of caring for animals to a particular animal)
   6. Uses handbooks and manuals for exposure to different organization/style and special conventions

IV. READING TECHNIQUES (1.17, 2.22)
   1. Reads different subject matter materials at different speeds
   2. Organizes what is read
   3. Develops vocabulary
   4. Relates what is read to his/her own experience
   5. Finds the facts needed (reads for detail)
   6. Reads to answer questions
   7. Rereads and scans materials
   8. Uses techniques to help interpret and retains what is read
   9. Reviews information and notes before a test

V. NOTE-TAKING TECHNIQUES (1.17, 2.2, 2.22)
   1. Has separate sections in a notebook for each subject
   2. Dates each day's notes
   3. Records only main ideas
   4. Arranges main ideas into headings
   5. Writes down supporting details and information
   6. Calls attention to important words or concepts by symbols (e.g., stars, underlining, arrow)
   7. Forms own personal shorthand symbols
   8. Borrows notes for any class missed
   9. Uses note-cards when doing research
   10. Uses notes to put together a final report, paper, presentation
   11. Rewrites notes

VI. USING RESOURCES TO LOCATE INFORMATION
   1. Effective uses of books (1.4)
      a. Uses table of contents
      b. Uses index
      c. Knowledge of alphabetical order
      d. Uses guide words
      e. Uses cross-references
      f. Uses glossary
      g. Uses telephone directory
   2. Special references (1.4)
      a. Uses encyclopedia
      b. Uses atlas
      c. Uses thesaurus
      d. Uses dictionary
         1) Selects proper connotation of words
         2) Uses pronunciation key
   3. Library Aids (1.16)
      a. Uses librarian as a resource
      b. Uses card catalog
      c. Uses Reader's Guide
      d. Uses bound periodicals
      e. Uses media (e.g., microfilm, microfiche)
      f. Uses library coding system (e.g., Dewey Decimal, Library of Congress)
   4. Pictorial Skills (2.6)
      a. Uses charts
      b. Uses tables
      c. Uses graphs
      d. Uses timelines
      e. Uses maps
         1) Determines north, east, south and west
         2) Uses bus and train schedules

Adapted from Chapter I Evaluation News, Region I Technical Assistance Center, 406 Lafayette Road, Hampshire, NH.
TIME-USE EVALUATION

A. I am satisfied with the way I use my time.
   _____Yes  _____No (If no, answer the questions in Part B)

B. My use of time is less efficient than I'd like it to be, in that: (Put a checkmark on
   the line if the statements are true for you.)

   1. _____ I can't find enough time to study properly.
   2. _____ I let the work pile up, and then cram at the last minute.
   3. _____ I waste a lot of time when I sit down to study, because I don't have any
      plans.
   4. _____ I don't have an accurate estimate of how long it takes me to do things
      (e.g., reading, reviewing, and note editing) for each course.
   5. _____ I spend too much time on some things, and not enough on others.
   6. _____ My work seems to expand to fit the time in which I have to do it.
   7. _____ I don't know how to make a study schedule.
   8. _____ I have been unable to stick to any sort of study schedule, because the ones
      I've made have been unrealistic.

C. In summary, I think I use my time (check one):

   _____ Efficiently  _____ Inefficiently
   because______________________________________________________________
   ________________________________________________________________

D. Think about the effects of your present time-use pattern in relation to your course
   evaluation. If your present time-use pattern continues this term, what do you
   estimate the consequences will be for:

   Course 1 _______________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Course 2 _______________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Course 3 _______________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Course 4 _______________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

csCURR1791/090988

Reprinted from: Elliott, Debra. Improving Study Skills: Strategies for the Language Arts Teacher
Educational Service District 112, Seattle, WA.
**HOW DO YOU ORGANIZE YOUR TIME?**

*To gain perspective on your current use of time, please answer yes or no to the following questions:

<table>
<thead>
<tr>
<th>Before Unit</th>
<th>After Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you set aside time for studying each course that you’re taking?</td>
<td></td>
</tr>
<tr>
<td>2. Do you study only when you are “in the mood”?</td>
<td></td>
</tr>
<tr>
<td>3. Whenever you study, do you spend some time reviewing?</td>
<td></td>
</tr>
<tr>
<td>4. Do you schedule time for starting early on a long-term project?</td>
<td></td>
</tr>
<tr>
<td>5. Do you have a regular time each day for studying particular subjects?</td>
<td></td>
</tr>
<tr>
<td>6. When you study, do you take a break every thirty to forty minutes?</td>
<td></td>
</tr>
<tr>
<td>7. Do you study only when you have nothing else to do?</td>
<td></td>
</tr>
<tr>
<td>8. Do you take time soon after class for revising lecture notes?</td>
<td></td>
</tr>
<tr>
<td>9. To help estimate time needed for a reading assignment in a particular course, do you know how many textbook pages you can read in ten minutes?</td>
<td></td>
</tr>
<tr>
<td>10. Before you study, do you estimate the amount of time needed for doing the assignment?</td>
<td></td>
</tr>
<tr>
<td>11. Do you know what is the best time of the day for you to study?</td>
<td></td>
</tr>
<tr>
<td>12. Do you prepare a weekly schedule to help you become efficient?</td>
<td></td>
</tr>
</tbody>
</table>
## HOW DO YOU ORGANIZE YOUR TIME?

<table>
<thead>
<tr>
<th>Before Unit</th>
<th>After Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. To save time in doing assignments, do you question the teacher in class if you aren't sure of how to do the work?</td>
<td></td>
</tr>
<tr>
<td>14. Do you take time to write down all your assignments?</td>
<td></td>
</tr>
<tr>
<td>15. Do you review regularly even if there is no immediate test?</td>
<td></td>
</tr>
<tr>
<td>16. Do you always know the purpose of your assignment so that you are more interested and can work faster?</td>
<td></td>
</tr>
<tr>
<td>17. Do you set aside time for fun and recreation?</td>
<td></td>
</tr>
</tbody>
</table>

Copyright © 1987 by Allyn and Bacon, Inc. Reproduction of this material is restricted to use with A Guidebook for Teaching Study Skills and Motivation, Second Edition by Bernice Jensen Bragstad and Sharyn Mueller Stumpf.
HOW WELL DO I CONCENTRATE?

The purpose of this survey is to help you examine how effectively you concentrate when you study. If you will honestly and carefully respond to each question, you will be able to learn how you can improve in the study habits that contribute to your concentration. Answer on the basis of what you are in the habit of doing or feeling.

R = Rarely
H = Half the time
A = Almost always

Based on your own experience, answer R, H, or A on the blank in front of each question.

1. Are you interested in learning in your courses?

2. Do you vary your activities when you study—read, write, recite, take a break—so that you are more likely to sustain your attention?

3. Do you let your thoughts wander so that daydreaming becomes a habit when there is work to do?

4. Do you challenge yourself to get through in a certain amount of time?

5. Do you quickly review relevant material from the past before you start the new assignment?

6. Do you start to work as soon as you sit down at your desk?

7. Does watching TV often cause you to postpone doing your homework?

8. Do you make your family aware of your need for a quiet time to study?

9. Do you spend a lot of time studying without much progress?

10. If you can't concentrate because of a personal conflict, do you make plans for resolving the conflict?
11. Do you study in a well-lighted, well-ventilated room?

12. Are you easily distracted from your work?

13. Do you study the same subject in the same place at the same time each day?

14. Do you choose to work in a place where there are very few distractions?

15. Do you have all the necessary equipment and materials within easy reach?

16. Do you wait for inspiration to strike before you begin your work?

17. Do you turn off the music if it is distracting?

18. Do you make a special effort to find an interest in the courses you take?

19. After the first week of a new semester, do you gradually lose interest in your classes?

20. When you study, do you often feel tired, bored, or sleepy?

21. Do you study only what you are "in the mood" to study?

22. Do you intend to work hard even though you don't like a subject?

23. Does it take a long time for you to "get into" studying?

24. Do you neglect your schoolwork in order to have a good time?

25. Do you spend too much time watching TV, talking to friends, listening to music instead of studying?

26. Do you prefer to study your assignments alone rather than with others?

27. Before studying, do you organize your work so that you use your time effectively?

28. Do you quickly bring your attention back to studying when your thoughts wander?

29. Do you seek help if you are frequently distracted by personal problems?

30. With understanding and effort, can students improve concentration?

Copyright © 1987 by Allyn and Bacon, Inc. Reproduction of this material is restricted to use with A Guidebook for Teaching Study Skills and Motivation, Second Edition by Bernice Jensen Bragstad and Sharyn Mueller Stumpf.
<table>
<thead>
<tr>
<th>Almost Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Indicate the coded number that best describes the skills you practice.

1. Do you survey the Table of Contents, Title Page, Glossary and Index before you begin to study a textbook? __
2. Do you use study aids in each chapter – e.g., mainhead, subheads, illustrations, chapter outlines and summaries, before beginning to read the chapter from start to finish? __
3. Do you try to obtain the meaning of new vocabulary – either by looking the word up in your text's glossary, or a reliable dictionary, or by using context around the word to determine meaning? __
4. After obtaining a new word's meaning, do you keep a list of these key terms for future study? __
5. When reading a chapter, do you have questions in mind that you are reading to find answers to? __
6. Can you readily find and identify the main ideas and supporting material in what you read? __
7. Are you able to read without saying every word to yourself? __
8. As you read your assignments, do you have a uniform system of textual notation, of taking notes? __
9. Do you review and revise notes soon after taking them? __
10. When studying material to be remembered, do you try to summarize it for yourself? __
11. When studying for a test, do you ever recite facts aloud which you would like to keep firmly in mind? __
12. Do you study a long assignment over several study sessions rather than trying to cram it into one long session? __
13. Do you try to relate what you are learning in one subject area to what you are studying in others? __
14. Do you organize and try to maintain a regular time for studying particular subjects on a daily/weekly basis? __
15. Is your study schedule flexible enough to meet demand pressures of papers/projects due, examinations, etc.? __
16. Do you regularly study your hardest subjects first, then when you are tired, study the ones that are more enjoyable? __
17. Do you have a regular place to study with adequate lighting, space, freedom from noise and confusion? __
18. When you sit down to study, do you have the equipment and supplies you need within reach? __
19. Do you study by yourself, first, before trying to study with others? __
20. Do you keep up-to-date in your assignments? __

May assessment -- scores entered into appropriate columns; results will be passed on to next year's teachers (done with 9th and 10th graders).

STUDY SKILLS ASSESSMENT

Name: ___________________________
Grade: ___________________________
Date: ___________________________

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>N</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening: ability to listen to lecture, answer questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Vocabulary in Context: ability to derive meaning of vocabulary word from context clues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Notetaking: ability to take useful notes from textbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Listening and Notetaking: ability to take useful notes from lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A Way to Read Textbooks: ability to apply SQ3R method to textbook assignment</td>
<td></td>
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<td></td>
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<tr>
<td>6. Vocabulary, Literal and Figurative: ability to differentiate between literal and figurative meaning of words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Memory: ability to use mnemonic methods to remember factual material</td>
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<td></td>
</tr>
<tr>
<td>8. Preparing for Taking Tests, Objective and Essay: knowledge of proper methods to use in preparing for and taking tests</td>
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<tr>
<td>9. Organizing Paragraphs: ability to write a well-constructed paragraph</td>
<td></td>
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</tr>
</tbody>
</table>

S = satisfactory: should be reinforced
N = needs improvement: should be reviewed, reinforced
U = unsatisfactory: should be retaught

We are testing the skill itself, not necessarily the student's desire and actual application of it!

Reprinted from the Study Skills Program.
APPENDIX E

SAMPLE LIBRARY MEDIA ASSESSMENT INSTRUMENTS
USED BY
WHITFORD INTERMEDIATE SCHOOL
BEAVERTON SCHOOL DISTRICT
8TH GRADE IMC QUIZ

1. The Appendix of a book is located:
   a. in the front of the book  c. in the back of the book
   b. in the fiction section  d. none of these.

2. You would look in Current Biography if you were looking for the biography of a:
   a. movie star  c. tennis champion
   b. president of a foreign country  d. all of these

3. If you wanted to write to a famous movie star, you would look for the mailing address in:
   a. Card Catalog  c. People Who Made America
   b. Who's Who in America  d. Index to Plays

4. The Dewey Decimal System is used to organize books and materials for the following:
   a. Non-fiction  b. Fiction  c. Romance  d. none of these

5. There are how many major divisions in the Dewey Decimal system?
   a. 3  b. 10  c. 2  d. none of these

6. If you want to know if the library has a book by a certain title, you would look first in the:
   a. reference section  c. dictionary
   b. card catalog  d. magazine rack

7. If you are trying to find a poem and you are given only the first line, you would look in:
   a. Granger's Index to Poetry  c. Index to Short Stories
   b. World Almanac  d. Index to Plays

8. You are asked to find a picture of King George II. The best place to look first is:
   a. New Century Cyclopedia of Names  c. Lives of the Poets
   b. Encyclopedia of World Biography  d. Information Please

9. You need a short sketch biography of a famous person from the past. Which of the following would you use?
   a. Webster's Biographical Dictionary  c. Who Was Who in America
   b. New Century Cyclopedia of Names  d. All of these

10. If you need a reference book for an author, you would look for the Dewey number:
    a. R 200  b. R 920  c. R 600  d. R 300
8th GRADE IMC SEARCH

1. Where was Russell Evans Smith born? ________________________

2. You need to write to the Ambassador of Brazil. What is his name and address? (in the U.S.A.) ________________________

3. What occupation did George Holland have (born 1791)? ________________

4. John Green, 1825-1908, a U.S. Army Officer, received a high national award. What was it? ________________________

5. Some famous births occurred in 1973. (quintuplets were born). You need a picture and their names. Where would you look? ________________________

6. How many books does Whitford Library have on the subject of Dictators? ________________________

7. What major number division of the Dewey Decimal system does the subject of Journalism come under? ________________________

8. How many earth people have there been? ________________________

9. Who won the World Series in 1914? ________________________

10. What does the nickname of "Auld Reekie" refer to? ________________________

11. What is the Dewey Decimal number for books on Indians? ________________________

12. Under the number (Dewey Decimal) 398.2, what subjects would you expect to find? ________________________

13. In 1970, the country of Greece had how many kilometers of roads? ________________________

14. You need a quotation from Ernest Hemingway. What book and page number will you use? ________________________

15. Who wrote the poem, "Pan in Pandemonium?" ________________________
1. How many books does Whitford Library have on the subject of Judo?

2. What major division number of the Dewey Decimal system does Architecture come under?

3. Art Garfunkel of the folk-rock singing duo of Simon and Garfunkel, once taught a mathematics class in 1971 in what state?

4. What was the 4th Earl of Ormonde's nickname?

5. Where will you find a quotation on the subject of Love? or 

6. Where would you find an extensive biography and list of his works of Arthur Conan Doyle?

7. What unusual nickname was given to Hetty Green who was worth 100 million dollars?

8. What is the Dewey Decimal number for chemistry?

9. Who wrote the poem, "Life's Little Things?"

10. Who is the present Speaker of the House of Representatives?

11. Grace, Princess of Monaco had another career before she married. What was her name? What reference did you use?

12. Does the book, Elements of Physics have an Appendix?

13. What year does the Collier's 1978 Yearbook cover?

14. Does August Rodin, French sculpture, have a beard, mustache, or is he clean shaven?

15. What page is the Appendix in the book, Experiments in Topology?
8th GRADE IMC SEARCH

1. What was the value of cotton (1 1/8" staple) exported by the U.S.A. in 1970?

2. Who won the World Series in 1962?

3. Who had the nickname "Light-Horse Harry?"

4. What major division number of the Dewey Decimal system does Christianity come under?

5. Some famous births occurred in 1973 (quintuplets were born) You need a picture and their names. Where would you look?

6. Under the Dewey Decimal number of 796, what subjects would you expect to find?

7. How many books does the Whitford Library have on the subject of MONGOLS?

8. What occupation did Kornel Ujejski have (born 1823)?

9. What is the Dewey Decimal number for the State of Oregon books?

10. Albert William Stevens, US. Army Signal Corps Officer, contributed greatly to aerial photography. He set an altitude record in what year?

11. How many pages are there for people named Smith in the Who's Who in America, 1978-79?

12. You need to write to the Ambassador of Ecuador in the U.S.A. What is his name and address?

13. Where would you find a biography and picture of Walt Moen, who wrote Gentle Ben?

14. How old was Billie Jean King when she played her first game of tennis?

15. If you wanted to find some books on your "roots", what subject heading in the card catalog would you look under?