

Test Taking Skills
From Lecture given by
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Family Medicine Board Review

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Overview

- **Examination Preparation**
 - *Review Courses*
 - *Study Skills*
- **Improving Examination Performance**
 - *Test-Wiseness Skills*
 - *Test-Taking Skills*
- **Improving Examination Scores**
 - *Guessing*
 - *Test Anxiety*

Question 1

What probable etiologies are suggested when drug use is found in extremities?

- A. Symptoms associated with the drug use
- B. Pain is often secondary to an oral deficiency
- C. The drug is often used and the symptoms are often
- D. The drug is often used secondary to gastrointestinal problems
- E. The drug is often used and the symptoms are often

Question 2

Patients suffering from strugleum frequently undertrost the gruifreit because:

- A. all patients with strugleum have krodncurz.
- B. strugleum always presents with qugruestful.
- C. there are never cases of strugleum without feskabolose.
- D. patients with strugleum commonly have gizzlehorst.
- E. no fuegrools results in strugleum.

Question 3

Along the eastern coast of Maine, the cases of huestoolduds are most often secondary to:

- A. poor nutrition.
- B. the moisture in the frocklesters.
- C. the abundance of greezles.
- D. a relative abundance of kleasternezers.
- E. an oversupply of fhoulsteens that occur directly as a result of kjuoost, djurts and bhespernets maldoorneys.

Question 4

The drug of choice for patients experiencing zhighlerastasis secondary to kwheatlostosis is:

- A. dragrootmycine.
- B. brusterocilline.
- C. noopkweetosporine.
- D. zhighlerpurocine.
- E. pneustodregcycline.

MCQ: Typical Question

STEM:

35 yo male presents.....

RESPONSES:

A

B

C

D

E

Multiple Choice Questions

Type A Items

Stem – Presents the problem or question

Responses – the keyed answer* & distractors^

* One Correct answer or *BEST answer*

^ Distractors (4)

i. One choice that is rather obviously *incorrect*

ii. Two choices that are *reasonable*

a. peripheral to topic

iii. One choice that is very close to the BEST answer

Test-Wiseness

A subject's capacity to score higher on an examination is based on their test-wiseness, a skill which is independent of the examinee's knowledge of the subject matter.

Evans 1984

Ways to Enhance the Process Remembering

Information



Knowledge



Retrieval



Recognition



Recall

Storage

Study Habits

Learning Style

Organization

Retrieval

Associations

Understanding

Cues

Ways to Enhance the Process Remembering

Retrieval

```
graph TD; Retrieval --> Recognition; Retrieval --> Recall;
```

Recognition

Less Active

Factual

Cues Present

Repetition

Cramming

Recall

More Active

Problem Solving

Cue Absent

Bridges

Strategies

Test-Taking & Test-Wiseness

Test Score

```
graph TD; A["Test Score"] --> B["Preparation  
(Before the exam)"]; A --> C["Performance  
(During the exam)"];
```

Preparation

(Before the exam)

Performance

(During the exam)

Self-Directed Learning Methods

- **Develop a Strategy**
 - Choose strategy to meet your needs

Reading

- *50% of time should be spent reflecting*
- *Strengthen Comprehension*
 - *Paraphrasing (increase understanding)*
 - *Outline major points*

Self-Directed Learning Methods

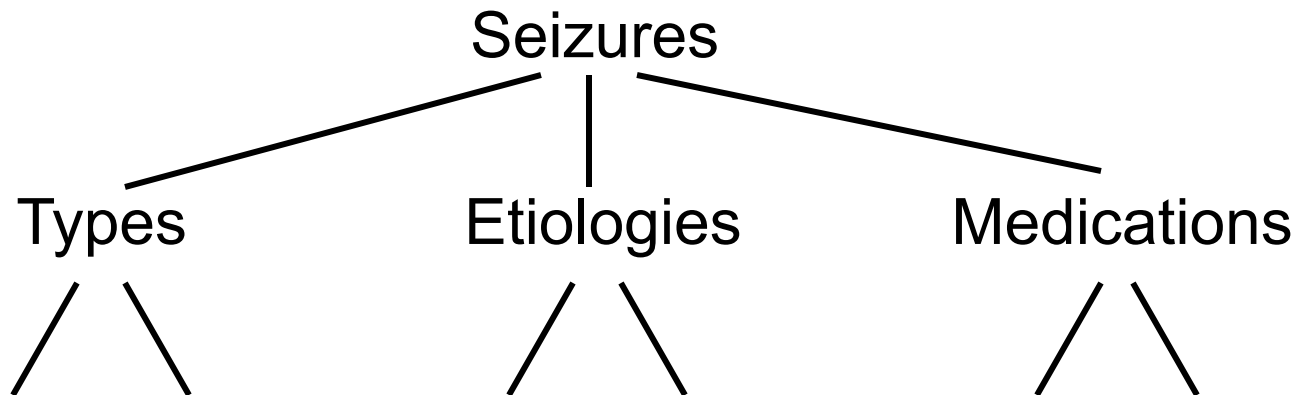
- **Develop a Strategy**
 - Choose strategy to meet your needs

Studying Methods

- *Revision Strategy*
 - *Writing own notes; associations*
- *Acronyms*
- *Chunking*
 - *Group related items (associations)*
- *Picture it*
- *Concept Mapping*

Self-Directed Learning Methods

- **Concept Mapping**
 - Visual representation of relationships
 - Learner's Organization (algorithm)



Self-Directed Learning Methods

- **Self-Evaluation**

- Be sure “Closing the Gap”

- *Question-and-Answer Sessions (Books)*

- Maximize potential

Self-Directed Learning Methods

- **Question-and-Answer Books**
 - Answer one question per minute
 - Make notations when answering
 - ✓ I know this
 - I think I know this
 - o This is a guess

Self-Directed Learning Methods

- **Question-and-Answer Books**

- When checking work

- o This is a guess

- Got these right – work to do!

- ✓ I know this

- Got these wrong – LOTS work to do!

Self-Directed Learning Methods

- **Escape Syndrome**
 - Sitting around thinking about/talking about “*how bad it’s going to be*” ...

During the Examination

- **Focus on the Stem**
 - Find the BEST answer
- **Read ALL options before recording answer**
 - Avoid partly correct responses
- **Go with instinctive (GUT) feeling**
 - You picked it for a reason
- **Once decide incorrect**
 - Do not consider it again
- **Avoid “reading into” the question**
 - The stem sets the task

During the Examination

When *GUESSING* is the *ONLY* alternative

Longest Alternative

Often the exam writer wants to be sure you have enough information to recognize the correct Response.

During the Examination

When *GUESSING* is the *ONLY* alternative

General Alternative

If four of the five options are very specific and one is very general...

Often the more general option is correct response

During the Examination

When *GUESSING* is the *ONLY* alternative

Similarity & Oppositeness

If two choices are very similar, usually the correct choice is NOT one of them...

The correct response is often one of two opposites.

During the Examination

When *GUESSING* is the *ONLY* alternative

Grammar Agreement

The stem and responses should be grammatically correct...

Singular stem should not be completed by plural option

During the Examination

When *GUESSING* is the *ONLY* alternative

Specific Determiners

The implication of absoluteness (always, never, must, none, only...) is often incorrect.

Words that permit exception (seldom, usually, often, perhaps, etc) are more commonly associated with the correct response.

During the Examination

When *GUESSING* is the *ONLY* alternative

Rank Order

When a list of numbers or “rank ordering” exists, the correct response is often somewhere in the middle.

During the Examination

When *GUESSING* is the *ONLY* alternative

Deductive Approach (Convergence)

- A. W & X
- B. Y & Z
- C. X & Y
- D. V & Z
- E. X & Z

During the Examination

When *GUESSING* is the *ONLY* alternative

Deductive Approach (Convergence)

- | | | |
|----|-------|-------|
| A. | W & X | V = 1 |
| B. | Y & Z | W = 1 |
| C. | X & Y | X = 3 |
| D. | V & Z | Y = 2 |
| E. | X & Z | Z = 3 |

During the Examination

When *GUESSING* is the *ONLY* alternative

Clang Association

Similarity between a word in the stem and correct response.

Test Anxiety

Can Cause

- **Psychological Changes**
 - *GI Symptoms, Insomnia, Headaches*
- **Emotional Changes**
 - *Irritability, Moodiness, Frustration, Anger*
- **Cognitive Changes**
 - *Memory Blocks, Attention Span Limitations*

Test Anxiety

Caused by

- **Lack of Preparation**
 - *Cramming*
 - *Procrastination*
 - *Poor Study Habits*
- **Worrying**

Test Anxiety

Ways to Reduce

- **Understand the Examination**
- **Build Confidence**
 - *Study effectively & efficiently*
- **Plan Studying & Improve Study Skills**
- **Develop Stress Reduction Techniques**
 - *Avoid caffeine*
 - *Exercise regularly*
 - *Breathing control*
 - *Muscle relaxation*

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- C. The drug is often used and the symptoms are often
- D. The drug is often used secondary to gastrointestinal problems
- E. Symptoms were removed from the drug use

Question 2

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