

Math Study Skills

University of New England
Biddeford and Portland, Maine
207-602-2443
www.bit.ly/UNESASC

Student
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Math Study Skills: Diagnostic Inventory

Rate your achievement of the following statements by choosing **3** (almost always true), **2** (sometimes true), **1** (almost never true), or **0** (you have never given much thought to doing what the statement suggests). Total your responses and refer to the Scoring Guide at the end of this inventory.

Selecting a Math Class

- I schedule my math class at a time when I am mentally sharp.
- When I register for a math class, I choose the best instructor for me.
- If I have a choice, I select a math class that meets three or four days a week instead of one or two.
- I schedule my next math class as soon as possible after I have completed the current course.
- I am sure that I have signed up for the correct level math course.

During Math Class

- I come to class on time and even try to be early.
- I sit as close to front and center of the room as possible.
- Before class starts I review my notes
- I never miss class.
- If I must miss class, I get clear accurate notes and assignments.
- I make a conscious effort to focus each class period.
- My goal for each class is to learn as much as possible.
- I try to find a way connect new concepts to what I already know.
- I take good notes in class.
- I have a method for taking good notes.
- I ask questions when I don't understand.
- If I get lost, I identify where I got lost.
- I attend additional classes if I need to go through it again.

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Time and Place for Studying Math

- I study math every day.
- I try to do my math homework immediately after math class.
- I have a specific time to study math.
- I have a specific place with few distractions to study math.
- I do my math homework in the lab where I can get help.
- I am careful to keep up to date with my math homework.
- I study math at least eight to ten hours a week.
- I study in short sessions 45-65 minutes.

Study Strategies for Math Class

- I read my math textbook before I come to class.
- If I have trouble understanding the textbook, I find an alternative text.
- I take notes in math class.
- I am careful to copy all the steps of math problems in my notes.
- I ask questions when I am confused.
- I go to the instructor or lab when I am confused.
- I try to determine exactly when I got confused and exactly what confused me.
- I review my notes and text before beginning homework.
- I work problems until I understand them, not just until I get the right answer for homework.
- I use flash cards for formulas and vocabulary.
- I develop memory techniques to remember math concepts.

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Math Tests

- I preview the test before I begin.
- Before I begin taking a test, I make notes on it with things such as formulas that I might need or forget.
- I begin with the easy questions first.
- I take the full amount of time allotted for the test.
- I carefully check or rework as many problems as possible before I turn in my test.
- When tests are returned, I keep a log of the types of mistakes I made—concept or careless errors.
- I keep up to date so that I don't have to cram the night before a test.

Anxiety

- I believe that I can succeed in math class.
- I have study partners in my math class.
- I find out as much as possible about each test.
- I take practice tests.
- I know several good relaxation and breathing techniques.
- I am comfortable asking for help.

How To Use Your Score

130-150 range - give yourself an A. You are using the study skills you need in order to be successful in math.

110-129 range - give yourself a B. You are using good math study skills. Choose a few strategies to work on each day, and you will be well on your way to an A.

85-109range - give yourself a C. Your study skills are average. If you want an A, choose one or two strategies in each category to work on until you are using most of the strategies described in the inventory.

Below 85, you are probably having a difficult time in math class. Math may not be your trouble! More than likely, your main problem is the study strategies you are using (or not using). Make yourself do as many of the fifty things listed as you can.

Source: Dr. Carolyn Hopper chopper @mtsu.edu