

## Test Taking & Memory Strategies

Susan Fitzell, M. Ed.  
AIMHI Educational Programs  
PO Box 6182, Manchester, NH 03103  
[www.aimhieducational.com](http://www.aimhieducational.com)  
[sfitzell@aimhieducational.com](mailto:sfitzell@aimhieducational.com)



1

---

---

---

---

---

---

---

---

## Agenda = Strategies

- ◆ Short Term Memory Strategies
- ◆ Working Memory Strategies
- ◆ Long Term Memory Strategies



3

---

---

---

---

---


---

---

---

## About The Handout...

- ◆ Handout will be on my website for two weeks from the date of this session.
- ◆ Most of the strategies discussed in this workshop are in several of the handbooks **sale priced** and available today.
- ◆ Test strategies are included in "Umm Studying? What's that?"



4

---

---

---

---

---

---

---

---

## What is Memory?

Neurologically...



Memory: neural traces in your brain

- ◆ chemical connections between neurons caused by strong associations
- ◆ created by action, sensory or emotional event
- ◆ sustained by repetition

5

---

---

---

---

---

---

---

---

## Our Memory System

- ◆ Short-term
- ◆ Active Working Memory
- ◆ Long-term Memory

6

---

---

---

---

---

---

---

---

## Short-term Memory

- ◆ Brief retention
  - ◆ 2 seconds!

7

---

---

---

---

---

---

---

---

## Short-Term Memory

### ◆ Mind's relay station

- ◆ Send to long-term
- ◆ Or Use information and forget
- ◆ Or Use and save for future use

8

---

---

---

---

---

---

---

---

## Strategies to Increase Short Term Memory

### ◆ Rehearsal strategies

1. Whisper it under your breath
  2. Form mental pictures of verbal information
  3. Put words to visual information
  4. Form associations
- ◆ Makes info stay in short-term longer!

9

---

---

---

---

---

---

---

---

## Short-term Memory Can Only Hold 7 numbers at a time!

- ◆ Just about everything a teacher says in the classroom is way too big to fit into short-term memory!
- ◆ Consequently, input must be recoded - compressed like a zip file.

10

---

---

---

---

---

---

---

---

## Strategy for recoding

- ◆ **Paraphrasing**
  - ◆ Students take turns as "paraphraser of the day!"
- ◆ **"Visual scratch pad"**
  - ◆ Condense the information into a picture

11

---

---

---

---

---

---

---

---

## The Power of "Coloring" pp. 69-70

◆ **The brain remembers color.**

◆ **Draw it so you'll know it!**

- ◆ Teach 10 minutes
- ◆ Stop for 3 minutes (Use a timer)
- ◆ Instruct students to draw a picture of what you've taught them in the last ten minutes!



12

---

---

---

---

---

---

---

---

## Handling Various Kinds of Info in Short-term Memory

◆ **Create a mnemonic to represent the keywords in the sequence.**

- ◆ **LASER** stands for
  - ◆ Light
  - ◆ Amplification by
  - ◆ Stimulated
  - ◆ Emission of
  - ◆ Radiation

Pp. 65-66

13

---

---

---

---

---

---

---

---

◆ King Philip Came Over For Great Soup

for

◆ Kingdom, Phylum, Class, Order, Family, Genus, Species

14

---

---

---

---

---

---

---

---

Short-term Memory Rate Limitation

◆ "Slow down so I can remember"

15

---

---

---

---

---

---

---

---

Active Working Memory

Temporary holding tank for what you are doing now.

- ◆ I went to the other room to look for...
- ◆ By the time I got there...
- ◆ I forgot ...

17

---

---

---

---

---

---

---

---

## Active Working Memory Accomplishes 4 tasks:



1. Provides mind space to combine or develop ideas



2. Holds together the parts of a task while "doing it".



3. Provides a "meeting place" for short-term and long-term memory to "network"



4. Place for multiple immediate plans and intentions

18

---

---

---

---

---

---

---

---

## Anxiety Affects Working Memory like Trojan Worm

◆ It takes up all the space in working memory

◆ Cortisol Shuts down working memory

### ◆ Strategy:

◆ Enlist a "mind detective" to find the "can't do it" bully.

◆ Change Negative Self-Talk to Positive Self-Talk.

◆ Positive Self-Talk releases dopamine, nor-adrenaline and activates the frontal lobe.

19

---

---

---

---

---

---

---

---

## Strategy: Hook Ups

1. Sit for this activity and cross the right leg over the left at the ankles.

2. Take your right wrist and cross it over the left wrist and link up the fingers so that the right wrist is on top.

3. Now bend the elbows out and gently turn the fingers in towards the body until they rest on the sternum (breast bone) in the center of the chest.

4. Stay in this position.

5. Keep the ankles crossed and the wrists crossed and then breathe evenly in this position for a few minutes.

6. You will be noticeably calmer after that time.

21

---

---

---

---

---

---

---

---

## Active Working Memory Strategie for Reading

- ◆ Retention of read material - Story Board



22

---

---

---

---

---

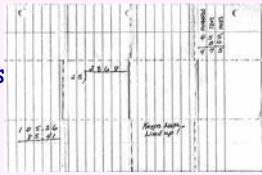
---

---

---

## Active Working Memory Strategy for Math

- ◆ (Disorganization takes up memory space.)
  - ◆ Grid paper
  - ◆ Lined paper sideways
- p. 56



23

---

---

---

---

---

---

---

---

## Long Term Memory

- ◆ The ability to recall sensations, events, ideas, and other information for long periods of time without apparent effort.
- ◆ Consists of two stages:
  - ◆ Filing- how the brain stores the info
  - ◆ Access- how it retrieves the info.

25

---

---

---

---

---

---

---

---

## Drill and Practice for Memory Pairs

- ◆ Say pairs out loud
- ◆ Names & Faces -Association
- ◆ Write them down
- ◆ Diagram them on the Computer
- ◆ Power of Two (P.A.L.S.)
- ◆ Index card study technique\*
- ◆ Matching games\*

26

---

---

---

---

---

---

---

---

## The Fitzpell Method of Studying Spelling & Vocab.

p. 77

**Option 1:** Use phonics rules to determine which letters should be in a stand-out color.

Break fast	Snow flake
Thorough	Spread

27

---

---

---

---

---

---

---

---

## The Fitzpell Method of Studying Spelling & Vocab.

**Option 3: Question and Answer cards:** Put the **keyword** in the question and the **keywords** in the answer in a different **color**



28

---

---

---

---

---

---

---

---

### 3 Card Match!

coleoptera



Wings meet in a straight line, bottom wings are membranous, top wings form a hard cover.

lepidoptera



Wings are membranous and covered with scales.

---

---

---

---

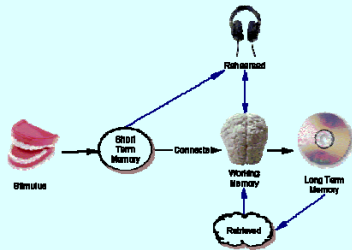
---

---

---

---

### Visual spatial strategies



---

---

---

---

---

---

---

---

### p. 176 The Power of Music

- ◆ Link old tunes with concepts
- ◆ Think Karaoke...add new words
- ◆ Rap it!
- ◆ Clap it!
- ◆ Chant it!



---

---

---

---

---

---

---

---

On The Home Stretch

- ◆ Coming Next...
  - ◆ A bit of housekeeping
  - ◆ Time to reflect
  - ◆ Test Taking Strategies



32

---

---

---

---

---

---

---

---

Test-taking Strategies



35

---

---

---

---

---

---

---

---

Understand Test Vocabulary

◆ Discuss	◆ Trace
◆ Enumerate	◆ Evaluate
◆ Illustrate	◆ Summarize
◆ Compare	◆ Describe
◆ Contrast	◆ Justify
◆ Define	◆ Criticize
◆ Explain	◆ Prove

Excerpted from Umm Studying? What's that?

36

---

---

---

---

---

---

---

---

### Test "Wording" Strategies

◆ The Words:

- ◆ Most, some, usually, often, generally, may, and seldom are **USUALLY** the **correct option**.

◆ The "Superlative" Words:

- ◆ Every, all, none, always, and only are **USUALLY** the **incorrect option**.

Excerpted from Umm Studying? What's that?

37

---

---

---

---

---

---

---

---

### Study Strategy

- ◆ Ask, "How am I going to remember this?"
- ◆ Devise a plan for studying
- ◆ Students submit learning plans to the teacher.
  - ◆ Include
    - ◆ Time line
    - ◆ Materials to use
    - ◆ Method for organizing information
    - ◆ Methods for self-testing

Excerpted from Umm Studying? What's that?

38

---

---

---

---

---

---

---

---

### Managing Time on a Multiple Choice Test

- ◆ The best way to organize your time is to calculate how much time you can spend on average for each question
- ◆ Answer the easy ones first.
- ◆ The difficult ones next.
- ◆ Then quickly guess the rest.
- ◆ Do the multiple choice items before essays.
- ◆ Cross out the obviously incorrect alternatives.

Excerpted from Umm Studying? What's that?

39

---

---

---

---

---

---

---

---

### The Strategy Based Classroom

- ◆ Allows ALL students to be successful
- ◆ Strategies work for ALL grade levels including college
- ◆ Good for ALL, Critical for the struggling learner

40

---

---

---

---

---

---

---