



Task Title: Test Anxiety Strategies

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will review strategies for managing test anxiety and discuss with a partner.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.2
- Communicate Ideas and Information/Interact with others/B1.2

Materials Required:

- Pen/pencil and paper and/or digital device
- Conversation partner

Learner Information

Writing tests and exams can be very stressful for students. Learning strategies for managing test anxiety can help students prepare for exams. Everyone's experience is different; certain strategies will work for some people and not for others. As you take more courses and study for more exams, you will learn what works best for you.

Read "Managing Test Anxiety".

Managing Test Anxiety

- Try to prepare as much as possible before the exam. Anxiety is often worse when students feel unprepared.
- Learn as much as you can about the exam before you write it. This includes how long the exam will be, the types of questions on the exam, and the material that will be covered. Professors usually share this information in detail, and it can help reduce exam anxiety.
- Don't cram for the test: Aim to finish your final review the day before the test.
- Maintain a healthy lifestyle: Get enough sleep, good nutrition, exercise, and relaxation time, especially during exam periods.
- As you anticipate the exam, think positively, e.g., "I can do well on this exam. I've studied and I know my stuff."
- Before you go to bed on the night before the exam, organize any materials that you will need for the exam: pen, pencil, ruler, eraser, calculator, student ID card, etc.
- Set the alarm clock and then get a good night's sleep before the exam.
- Double-check the time and location of the exam.
- Get to the exam on time.
- Eat a meal earlier in the day of your exam so that you're not focused on feeling hungry. Bring a water bottle with you if this is allowed in your exam room.
- Be cautious about talking to other students about the exam material just before going into the exam, especially if this will make you more anxious.
- Sit in a location in the exam room where you will be distracted as little as possible.
- Wear comfortable clothing and dress in layers if you are not sure what the temperature in the room will be like.
- As the papers are distributed, calm yourself by taking some slow deep breaths.
- Make sure to carefully read any instructions on the exam.
- As you write the exam, focus only on the exam; try not to think about past exams or future goals.
- Try to start with a question you know you can answer correctly. This may not be the first question on the exam. If you know you have answered your first question correctly, you will have more confidence for the rest of the exam.
- Focus on one question at a time; once you have completed it, work on the next question.

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- Consider taking 30-second breaks every time you have completed a page or a section of the exam.
- If you feel very anxious in the exam, take a few minutes to calm yourself. Stretch your arms and legs and then relax them again. Do this a couple of times. Take a few slow deep breaths. Do some positive internal self-talk; say to yourself, "I can do this."
- If the exam is more difficult than you anticipated, do your best.
- Remind yourself that there is more to you as a person than this exam mark.
- When the exam is over, treat yourself and take a break if you can. If you don't have any other commitments, maybe you can take the night off or buy yourself a favourite snack on the way home.
- Try not to carry anxiety from the exam into later activities. You will probably not have the results for several days or weeks; worrying about how you did once it's over can make you more anxious about future tasks.

Work Sheet

Task 1: List three (3) suggestions from the list that you have used to help manage test anxiety. If you have never used any of these strategies, list three (3) suggestions from the list that you think could be helpful for you.

Answer:

Task 2: List three (3) additional ideas you have for managing test anxiety. These could be things you have tried in the past or things you might consider trying.

Answer:

Task 3: With another learner (or with your instructor), have a conversation about test anxiety strategies. Share strategies that have worked for you, and anything you might like to try. Ask questions about the other person's experiences and which strategies work for them.

Answer: No written response required here.

Task completed: Yes: ☐

Answers

Task 1: List three (3) suggestions from the list that you have used to help manage test anxiety. If you have never used any of these strategies, list three (3) suggestions from the list that you think could be helpful for you.

Answers will vary.

Task 2: List three (3) additional ideas you have for managing test anxiety. These could be things you have tried in the past or things you might consider trying.

Answers will vary. The learner may have had benefits from things like exercising (e.g. running or yoga) before an exam; they may have had good experiences changing their diet before an exam (e.g. not drinking coffee just before an exam); they may prefer to walk to an exam with a friend in the same class or arrange a fun activity once an exam is over, they may benefit from relaxation activities (e.g. meditation) before or during exams, etc.

Task 3: With another learner (or with your instructor), have a conversation about test anxiety strategies. Share strategies that have worked for you, and anything you might like to try. Ask questions about the other person's experiences and which strategies work for them.

Answer: No written response required here.

Task completed: Yes: ☐

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	locates multiple pieces of information in simple texts			
	makes low-level inferences			
	follows the main events of descriptive, narrative and informational texts			
	obtains information from detailed reading			
	begins to identify sources and evaluate information			
B1.2	shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences			
	demonstrates some ability to use tone appropriately			
	uses strategies to maintain communication, such as encouraging responses from others and asking questions			
	speaks or signs clearly in a focused and organized way			
	rephrases to confirm or increase understanding			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B1.2 cont.	uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)			

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

Learner (print):