

Cognitive Test Anxiety Scale – 2nd Edition

Please complete the following items using the four-point scale below.

1 = Not at all typical of me

2 = Somewhat typical of me

3 = Quite typical of me

4 = Very typical of me

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|----|--|---|---|---|---|
| 1 | I lose sleep over worrying about examinations. | 1 | 2 | 3 | 4 |
| 2 | I worry more about doing well on tests than I should. | 1 | 2 | 3 | 4 |
| 3 | I get distracted from studying for tests by thoughts of failing. | 1 | 2 | 3 | 4 |
| 4 | I have difficulty remembering what I studied for tests. | 1 | 2 | 3 | 4 |
| 5 | While preparing for a test, I often think that I am likely to fail. | 1 | 2 | 3 | 4 |
| 6 | I am not good at taking tests. | 1 | 2 | 3 | 4 |
| 7 | When I first get my copy of a test, it takes me a while to calm down to the point where I can begin to think straight. | 1 | 2 | 3 | 4 |
| 8 | At the beginning of a test, I am so nervous that I often can't think straight. | 1 | 2 | 3 | 4 |
| 9 | When I take a test that is difficult, I feel defeated before I even start. | 1 | 2 | 3 | 4 |
| 10 | While taking an important examination, I find myself wondering whether the other students are doing better than I am. | 1 | 2 | 3 | 4 |
| 11 | I tend to freeze up on things like intelligence tests and final exams. | 1 | 2 | 3 | 4 |
| 12 | During tests, I find myself thinking of the consequences of failing. | 1 | 2 | 3 | 4 |
| 13 | When I take a test, my nervousness causes me to make careless errors. | 1 | 2 | 3 | 4 |
| 14 | My mind goes blank when I am pressured for an answer on a test. | 1 | 2 | 3 | 4 |
| 15 | During tests, the thought frequently occurs to me that I may not be too bright. | 1 | 2 | 3 | 4 |
| 16 | During a course examination, I get so nervous that I forget facts I really know. | 1 | 2 | 3 | 4 |
| 17 | I do not perform well on tests. | 1 | 2 | 3 | 4 |
| 18 | During tests, I have the feeling that I am not doing well. | 1 | 2 | 3 | 4 |
| 19 | I am a poor test taker in the sense that my performance on a test does not show how much I really know about a topic. | 1 | 2 | 3 | 4 |
| 20 | After taking a test, I feel I should have done better than I actually did. | 1 | 2 | 3 | 4 |
| 21 | My test performances make me believe that I am not a good student. | 1 | 2 | 3 | 4 |
| 22 | I often realize mistakes I made right after turning in a test. | 1 | 2 | 3 | 4 |
| 23 | When I finish a hard test, I am afraid to see the score. | 1 | 2 | 3 | 4 |
| 24 | I don't seem to have much control over my test scores. | 1 | 2 | 3 | 4 |

Cognitive Test Anxiety Scale – 2nd Edition

Overview:

The Cognitive Test Anxiety Scale – 2nd Edition is the most up-to-date version of the Cognitive Test Anxiety Scale (CTAS). The Cognitive Test Anxiety Scale – 2nd Edition is a 24 – item measure designed to assess the cognitive indicators of test anxiety across all preparation and performance phases of the learning test cycle.

To Score:

To score the Cognitive Test Anxiety Scale – 2nd Edition sum the responses provided to each item to create a total score. Higher scores on the measure indicate higher levels of cognitive test anxiety.

Responses provided to the Cognitive Test Anxiety Scale – 2nd Edition can be used to classify learners as having low, moderate, or high levels of cognitive test anxiety.

Severity Standards for the CTAS-2 are as follows:

Low Cognitive Test Anxiety = CTAS-2 scores: 24 – 43

Moderate Cognitive Test Anxiety = CTAS-2 scores: 44 – 66

High Cognitive Test Anxiety = CTAS-2 scores: 67 and above

Citation Information:

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