

# Time Management Informal Assessment

Directions: Please read the following statements and mark an “X” beside each statement in the column (“Very Untrue,” “Untrue,” “True,” or “Very True”) that most accurately reflects your experiences this year.

## Section A

	Very Untrue	Untrue	True	Very True
1. Finding school or personal items in my backpack, desk, or locker is not easy.				
2. I find myself walking around a lot (in the classroom, or back and forth to my locker) to get all the items I need before starting an activity.				
3. When thinking about transitioning to a future place, I don't usually picture the room or space in my mind before I get there. For example, if I'm in the hallway, I do not have an image of the classroom I'm walking toward in my mind; or if I'm going to a store, I do not imagine what the inside of the store looks like before I enter.				
4. Even though I finish my homework, I can't always find it the next day. I sometimes leave it at home instead of bringing it back to school or I forget to turn it in online.				
5. It is hard for me to organize or find the handouts, books, or worksheets I need to do homework assignments or to study for tests.				
6. I often lose points for “careless” mistakes or “sloppy” work on my school assignments.				
7. It is hard to picture and remember to pack up ahead of time the materials I will need for my classes.				
8. I think I can remember my homework tasks, so I often do not write them down in a planner or check the homework board (in class or online). Sometimes I miss something important.				
9. I often leave the materials I need to do sports or music activities (like gear and equipment) at school, home, etc., and I have to go back to get them.				

10. I often have a hard time finding files on my computer because my file folders or desktop are cluttered, or my files aren't clearly labeled.				
<i>For the Professional: Future-Oriented Perception and Organization of Space and Materials Total</i>				

## Section B

	Very Untrue	Untrue	True	Very True
1. I often realize once I get started on an assignment that it's going to take much more time than I thought.				
2. I often run out of time, or come close to running out of time, when I am finishing a school project.				
3. I often find it hard to predict how long activities will really take, from small things like doing the dishes or walking the dog to larger things like homework or school projects.				
4. I often overestimate how long tasks will take (they take less time than I thought they would).				
5. I don't usually break a larger project or task down into smaller steps and then schedule those steps so that I can complete it on time.				
6. I often have a hard time prioritizing what to do/study/work on first.				
7. I'm often critical of the quality of my work and realize I did not give myself enough time to finish it in a way that would have made me happier with the result.				
8. I often underestimate how long tasks will take (they take more time than I thought they would).				
9. I rush through assignments in class or when doing homework, or my teachers or parents often tell me to slow down and take my time to complete my work.				

10. I don't like to break up my tasks or projects: I prefer to sit down and do a task or project all at once.				
<b>For the Professional: Estimating Time Total</b>				

## Section C

	Very Untrue	Untrue	True	Very True
1. I often need help from my teachers or parents to know how to get started on assignments and projects.				
2. When I am really involved in a task I <i>like</i> , it's hard to stop when I need to, and my parents or teachers have to give me lots of reminders to help me get started on my work or another task.				
3. Getting started late and then having to stay up late or get up early to finish my schoolwork impacts my sleep.				
4. I put off starting assignments and then, at the last minute, I work frantically to get them done.				
5. Often, I will find myself doing relaxing or fun activities like video games or social media or just hanging out before getting my homework/chores/tasks done for the day.				
6. I often do not start my homework, tasks, or chores unless my parents or teachers remind me.				
7. When I have to clean my room, I have a tough time knowing how to get started.				
8. I have a hard time shifting from preferred tasks (video games, social media, etc.) to nonpreferred or boring tasks (homework, brushing teeth, chores, etc.).				
9. I don't usually make lists of things to do.				
10. I do not like to study for a quiz/test until the night before.				
<b>For the Professional: Task Initiation and Shifting Total</b>				

## Section D

	Very Untrue	Untrue	True	Very True
1. I have difficulty waking up on time in the morning.				
2. I am often late for school, sports or music practice, or appointments.				
3. I hand in assignments late or past their due dates at least one time per week.				
4. I don't usually meet deadlines with friends and parents/teachers (for example, completing my portion of work for a group project by the time I have agreed to, bringing in a permission slip on the required due date, or getting the recycling out on time).				
5. When I'm on the computer, playing a video game, listening to my favorite music, scrolling through social media, etc., I often lose all track of time.				
6. I have a tough time resisting or avoiding distractions even when I know that there is work to be done.				
7. Sometimes when I am working on a task, I become so focused on one aspect of that task (e.g., looking for the perfect picture, changing fonts, researching, etc.) that even though it feels like I am being productive, I lose track of time and fall behind on my time plan.				
8. I don't usually look at a clock or pay attention to what time it is.				
9. I tend to jump back and forth from task to task and not focus on one task at a time.				
10. Even though I arrive at school on time or leave the school cafeteria at the same time as my classmates, I'm often late to the start of class.				
<b><i>For the Professional: Self-Monitoring and Tracking Time Total</i></b>				

## Section E

	Very Untrue	Untrue	True	Very True
1. I try to rush through assignments in class or when doing home-work because I want to get them over with and move on to activities that are more interesting to me.				
2. My parents and teachers think I struggle with organization and time management even though I don't think it's that much of a problem.				
3. I don't like to plan for my day or weekend with checklists, a schedule page, or calendar.				
4. It does not bother me if I am often late to school, sports or music practice, or appointments.				
5. If I have to think about "goals," it takes the fun out of the process and the flow of my activities.				
6. I don't really like to plan or schedule my day because things change so much.				
7. There will always be time to catch up on my work, so I don't worry about falling behind.				
8. I have little patience for listening to detailed explanations or directions. I just want to get started on the task and get it over with.				
9. I hate to wait.				
10. I often feel overwhelmed when there is an unexpected change in the schedule or a planned task/event.				
<b><i>For the Professional: Feelings and Beliefs About Time Management Total</i></b>				

**Section F, Part 1**

Directions: Write the time shown in the space provided beneath each analog clock.



\_\_\_\_\_:



\_\_\_\_\_:



\_\_\_\_\_:



\_\_\_\_\_:

**Section F, Part 2**

Directions: Draw hour and minute hands on each blank clock to show the time written beneath that clock.



9:50



2:25

### Section F, Part 3

Directions: Fill in the amount of time it takes for the student in each scenario to complete their task on the blank clock pictured above that scenario. Mark the student's start time and end time and then *shade* in the amount of time (see the image that follows): you do not need to draw the hour and minute hands.

Example:



Will was getting ready for soccer practice. He started getting ready at 3:15 so that he could be out the door by 3:45. Shade on the clock how much time he spent getting ready.





Darias was preparing to go to school. He made and packed up his lunch. He started at 7:20 a.m. and finished at 7:30 a.m. Shade on the clock how much time he spent making and packing his lunch.



For a school project, Alexander started folding origami cranes at 2:15 p.m. He finished at 3:00 p.m. Shade on the clock how much time he spent making origami.



Alaya goes into the shower at 7:30 a.m. She takes 5 minutes to wash and to condition her hair and 5 minutes to rinse off. Shade on the clock how much time Alaya spends in the shower.



Hannah started working on a painting for her art class at 9:50 a.m. on Saturday morning. She finished at 10:15 a.m. Shade on the clock how much time she spent painting.



Mark is taking the bus for a museum field trip. The bus leaves the school at 11:15 a.m. and will arrive at the museum at 11:45 a.m. Shade on the clock how long the bus ride will be.



Riley is walking the dog. They leave home at 3:45 p.m. and are gone for 30 minutes. Shade on the clock how much time Riley spends walking the dog.



Angelica started putting together a model ship at 1:30 p.m. She worked on it until 2:10 p.m. Shade on the clock how much time she spent building.



Leo and a science partner started doing their lab homework at 6:20 p.m. They finished at 7:00 p.m. Shade on the clock how much time they spent doing this assignment.

## Section F, Part 4

Directions: Estimate how long you believe these tasks would typically take. If you encounter a task that you haven't done before or do not do often, use your experience from similar tasks to make a guess.

Task	How long do you think it will take?	Task	How long do you think it will take?
Brushing your teeth		Writing a paragraph	
Making a sandwich		Doing 10 math problems	
Cleaning your room		Reading four pages of a science article or textbook	
Taking a shower and getting dressed		Packing up your back-pack for school	
Making mac and cheese		Walking from the front door of your school to your first classroom	
Folding your laundry		Editing a one-page paper	
Emptying the dishwasher		Writing 10 sentences for spelling/vocabulary words	
Setting the table		Making flashcards for 10 vocabulary words. You need to write the term on the front and the definition on the back.	