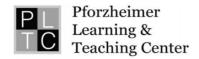
POST TEST STRESS



YOU STUDIED HARD. YOU THOUGHT YOU DID EVERYTHING RIGHT.
SO WHAT WENT WRONG?

	BASIC INFORMATION
Name	Class Date
Test	Test Grade
Was your grade or	the test an accurate reflection of your knowledge? θ Yes θ No
Why or wl	hy not?
	nat of this test? (Check all that apply):
θ short answe	r θ essay θ multiple choice θ problem set θ other
Did the format of t	the test affect your performance? θ Yes θ No
If so, in wh	nat way did it affect your performance?
How much inform	ation did the test cover? θ a week θ a month θ the whole semester
TEST PR	EPARATION: WHAT FACTORS LED TO THE GRADE YOU RECEIVED?
Did you spend end	bugh time preparing for the test? θ Yes θ No How much time?
Did you θ beg	gin to study several days in advance or θ cram at the last minute?
Did you study the	correct material? θ Yes θ No If not, what should you have studied?
Were you given er	nough information about the test to prepare properly? θ Yes θ No
If not, wha	at information did you need?
,	
Did (-1:1:-1	
Did you(check al θ	participate in a study group prior to the test?
θ	meet with your professor to ask questions prior to the test?
θ	feel that the test material was adequately covered in class? complete all of the reading for the test?
θ	take clear and complete class notes?

 θ attend class regularly?

Test Taking: Your strategies during the test			
Did you skim the test before beginning to prepare yourself and allocate your time? θ Yes θ No			
Did you run out of time on the test? θ Yes θ No			
Do you feel that test anxiety prevented you from doing your best? θ Yes θ No			
If so, describe:			
			

· ·	ere can you focus your improvement efforts? vpes of errors you made, and the reasons for them? θ Yes θ No
Is there a pattern to the types o enough) Explain.	f questions on which you lost points? (e.g. your answers weren't precise
What were the reasons for the errors? (Check all that apply)	θ misunderstood the concept θ misread the question θ computational error θ other
Did you change any of your initial answ	ers? θ Yes θ No For θ better or θ worse?
If you had the option of retaking this test and what would you keep the same?	st, what would you do differently in terms of test preparation and taking,

FOLLOW-UP STRATEGIES:

- ♦ MEET WITH YOUR PROFESSOR TO REVIEW THE TEST AND DIAGNOSE DIFFICULTIES.
- ♦ ATTEND ASC WORKSHOPS ON TEST PREPARATION & TEST TAKING.
- ♦ MEET WITH A CAFE TUTOR TO COVER DIFFICULT MATERIAL.
- ♦ FORM A STUDY GROUP IF YOU AREN'T IN ONE ALREADY (SEE PLTC STUDY GROUP HANDOUT).

Tips For Tests

Test Preparation:

- Start studying well in advance. Daily review of the material is best it will give you a solid grasp of main ideas and supporting details. Cramming is advisable only as a final, concentrated review not for learning new material.
- Make a list of important points: laws, principles, theories, events, etc. List key vocabulary with short definitions.
- Make a condensed outline of the material that you have covered both in class and in the assigned reading. It's often easiest to structure this according to the lecture topics on the syllabus.
- Ask what the test will be like. How long will it be, what format will it take, and what material will it cover? In some cases, it is also important to determine whether a wrong answer will earn a penalty. If not, you should answer all of the questions, even if you have to guess.
- Predict questions that the professor will ask, and answer them. Having someone quiz you from your notes can also be helpful.
- Form a study group. Make sure that everyone is serious about preparing for the test. Organize your sessions to make the best use of time. Try to predict the questions that will be on the test. Focus on what will be most valuable to you (discussing the most difficult material, quizzing one another, pooling resources, etc.).
- Finally, make sure you get enough rest, recreation, and nutrition to be mentally alert. Sleep 7 to 9 hours the day or two before the test. Eat breakfast. Dress comfortably. Remember to bring the equipment you'll need for the test (calculator, pencil, etc.). If you're nervous, do some deep breathing exercises before you begin.

Test Taking:

- Skim the test before you begin. This should give you an idea of how the test is organized and will allow you to better budget your time so that you can complete all of the questions and still have time to review your answers at the end. Use all of the allotted time.
- If the questions are not weighted, answer them, but skip any that you can't answer quickly. You can come back to those later. If some questions are worth more than others, you might begin with those worth the most.
- Read the directions carefully. Are complete sentences required? Can more than
 one answer be marked on a multiple choice question? Must all of the questions
 be answered or can you choose a few from among the options provided?
- Circle questions that you are unsure of to look at again once you have completed the rest of the test.

Essay Questions:

 Read essay questions carefully. Highlight key words such as compare, contrast, summarize, or evaluate, and outline your answers. It's often helpful to use the question as a topic sentence. Make sure you use good paragraph structure (topic sentences, supporting material, conclusion), and <u>always proofread</u>.

Objective Questions:

- The process of elimination is also useful for **multiple choice questions** you can cross off the answers you know to be incorrect. If you can narrow it down to 3 possible answers out of 5, it is statistically worthwhile to guess.
- For matching questions, use the process of elimination. Read all the choices and answer the questions you know first. Cross out the answers as you use them.
 This will limit the pool of possible answers for the more difficult questions.
- Watch out for terms like "always" and "never" in **true or false questions**. They are absolutes and can alter the nature of the question. Even if the statement itself is true, it may not be universal.