POST-EXAM WRAPPER

*What worked, what didn’t, and what’s next?*

# PURPOSE & INSTRUCTIONS

By filling out the wrapper, you are practicing [metacognition](https://learningcenters.rutgers.edu/scarletskills), the number one predictor of academic success[[1]](#endnote-2). Reflect on how you studied and what worked. This helps you prepare better next time.

# STUDY HABITS AND CHALLENGES

How many days before the exam did you start studying?

TOTAL hours spent studying:

How closely did you stick to your study plan?

[ ]  Very closely [ ]  Somewhat [ ]  Not at all [ ]  No study plan

What obstacles did you face? (Fears, sickness, time constraints, etc.) What choices did you make?

# STUDY STRATEGIES

(Check all that apply)

[ ]  Attended tutoring, study group, office hours, or review session(s)

[ ]  Reviewed/read textbook, slides, readings, and/or class notes

[ ]  Thought of examples in relation to the concepts you are learning

[ ]  Practiced solving problems

[ ]  Reviewed/filled out study guides

[ ]  Created your own study guide

[ ]  Answered questions from previous or practice exams

[ ]  Studied with peers

[ ]  Other (please specify):

What strategies did you use for clarification of concepts you did not understand?

# WHERE YOU LOST POINTS

Review your exam. For each reason, record the number of points lost. If you don’t know how many points were lost, rate how big a problem you believe it was. (1 = not at all, 10 = big problem)

1. Trouble applying definitions
2. Trouble remembering what you studied
3. Lack of understanding of a concept
4. Not knowing how to begin a problem
5. Not understanding what the question was asking
6. Over/under thinking the question
7. Careless mistakes (rushing, misreading, changing answers, etc.)
8. Other (Please specify):

# WHAT WORKED? WHAT DIDN’T?

What’s working that you’ll keep doing?

What’s one thing you’ll start doing to improve?

# NEXT EXAM ACTION PLAN

List three actions you’ll take for your next exam.

1.

2.

3.

1. Ohtani, K., Hisasaka, T. Beyond intelligence: a meta-analytic review of the relationship among metacognition, intelligence, and academic performance. *Metacognition Learning* **13**, 179–212 (2018). <https://doi.org/10.1007/s11409-018-9183-8>

**For more on metacognition and free academic support services, visit:** [**learningcenters.rutgers.edu/scarletskills**](http://learningcenters.rutgers.edu/scarletskills) [↑](#endnote-ref-2)