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)