SEMESTER WRAPPER

*Evaluate Your Progress Last Semester*

# PURPOSE & INSTRUCTIONS

The purpose of this wrapper is to provide you with the opportunity to reflect on your study strategies and academic performance last semester. 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 have studied, what worked, and what you want to improve on from last semester.

# REFLECT

On a scale of 1 to 10, how well did your academic performance match your goals and effort last semester? (1 = Not well at all, 10 = Perfectly)

How would you describe when and how you typically prepared for assignments and exams?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Almost always | Most of the time | About ½ the time | Some of the time | Never or rarely |
| I studied or worked on the assignment at least 3-4 days before the deadline. |[ ] [ ] [ ] [ ] [ ]
| I spread my work across multiple days/sessions. |[ ] [ ] [ ] [ ] [ ]
| Each session was an hour or longer. |[ ] [ ] [ ] [ ] [ ]
| I studied or worked on the assignment with other students. |[ ] [ ] [ ] [ ] [ ]
| I went to office hours, review sessions, tutoring, etc. |[ ] [ ] [ ] [ ] [ ]
| My studying consisted of passively reading over notes and watching videos. |[ ] [ ] [ ] [ ] [ ]
| I reorganized my notes and created visual aids of my own. |[ ] [ ] [ ] [ ] [ ]
| I quizzed myself and completed practice problems. |[ ] [ ] [ ] [ ] [ ]
| I explained my understanding to others. |[ ] [ ] [ ] [ ] [ ]
| I summarized or mapped out key concepts in my own words. |[ ] [ ] [ ] [ ] [ ]

# REFLECT (cont.)

Describe what you are doing well when preparing for assignments and exams.

PLAN

Describe what you want to improve on when preparing for assignments and exams. What are 2-3 strategies or resources that you want to use?

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)