Exam Autopsy

Posttest Analysis Directions:

1. Complete the top portion. Be specific and honest; describe exactly how you did (or didn’t) study.
2. Understand the questions you missed. Write the question number in the “Question Missed” column—for example, #5.
3. Complete the chart for #5. How many points were taken off? What kind of question was it? Why do you think you got it wrong?
4. Look for patterns. Why was material unfamiliar? Did you miss reading an assignment or working assigned problems for homework?
5. What can you learn from your successes and failures?

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Test Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Predicted Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Grade \_\_\_\_\_\_\_\_\_\_ Percentage of Total Grade \_\_\_\_\_\_\_\_\_ Study Details (days/time spent studying, special methods used, meetings with instructor, tutoring, etc.)­­­­­­­­­­

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| Question Missed | Points Lost | Type of Question | Carelessness | Unfamiliar Material | Misinterpreted | Did Not Complete |
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MC = Multiple Choice                  ESS = Essay                                         CAL = Calculation

MA = Matching                              WP = Word problem                       DER = Derivation

T/F = True/False                          FOR = Formula

“Learning from your Exam Performance - University of Connecticut.” Academic Achievement Center.Accessed October 14, 2015. <http://achieve.uconn.edu/wp-content/uploads/sites/391/2013/12/Learning-From-Your-Exam-Performance.pdf>

Nilson, L. B. Creating self-regulated learners: Strategies to strengthen students' self-awareness and learning skills. 2015.