Use the Five-Day Study Plan to Prepare for Exams

1. Space your studying over a period of five days
   - Using your assignment calendar, count backward from the exam date and allocate five days for studying. The example on the right has been prepared for a test scheduled on a Friday.

2. Divide the material that will be on the exam
   - Make a list of the chapters that will be covered on the exam.
   - Allocate at least one hour to prepare (see step 3) each chapter. You may need to spend more time preparing chapters that were covered at the beginning of the unit or chapters that are difficult.
   - After you have prepared a chapter, you need to review it every day thereafter (see step 4). Again, you may need more time to review material that was covered at the beginning of the unit.

3. Preparation of course materials for studying
   - Your next step will be to prepare your course materials for review. Follow these steps for each chapter.
     - Identify what you need to learn
       - Read the headings of your lecture and textbook notes
       - Take note of material that you may not understand or know very well.
     - Condense the material
       - Re-write important info from your notes
       - Take notes on what you highlighted in your textbook
       - Make flash cards for vocabulary, facts, and important details
       - Make a study sheet with all of the information that is difficult for you to remember
     - Predict Questions
       - Predict possible multiple choice, short-answer, and essay questions
       - If you have already done this in your notes or textbook, compile the questions on a separate sheet of paper

Exam on Friday over Chapters 1-4

<table>
<thead>
<tr>
<th>Day</th>
<th>Prepare</th>
<th>Review</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>CH 1</td>
<td></td>
<td>2 hrs</td>
</tr>
<tr>
<td>Monday</td>
<td>CH 2</td>
<td>CH 1</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>30 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>CH 3</td>
<td>CH 2</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>30 min</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>CH 4</td>
<td>CH 3</td>
<td>1.5 hrs</td>
</tr>
<tr>
<td></td>
<td>30 min</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>CH 4</td>
<td>CH 2</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CH 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 min</td>
<td></td>
</tr>
</tbody>
</table>

Additional Preparation Strategies:
- Develop concept maps
- Chart related material
- List steps in processes
- Predict essay questions
- Plan essay answers
- Write essay answers
- Prepare information for a study group

Review the material that you prepared

- After you have prepared a chapter, you will need to review the material every day for the rest of your study plan period.
- Recitation strategies are usually the best review techniques. Recite out loud the information on your flash cards, study sheets, and answers to predicted questions. If you prefer, you may write the information instead of saying it out loud.
- Remember that reading over material does not help to store it in your long-term memory.
- As you review the material each day, continue to condense the information that you still do not know or understand.
  - Put the flash cards with which you are having difficulty in a separate pile.
  - Highlight the information on your study sheets that is difficult to remember.

**Additional Review Strategies:**

- **Answer end-of-chapter problems**
- **Take self-tests**
- **Explain material to another person**
- **Recite information on flash cards and study guides**
- **Correct your homework assignments**

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**Daily To-Do List for Chapter One**

**Day One – Sunday**
Prepare Chapter One (2 Hrs)
1. Reread text and take notes from highlighting
2. Make a study sheet with difficult-to-remember information
3. Make flash cards for vocabulary and facts

**Day Two – Monday**
First review of Chapter One (30 min)
1. Recite information from notes
2. Recite information on flash cards
3. Recite answers to the study sheet

**Day Three – Tuesday**
Second review of Chapter One (15 min)
1. Recite troubling flash cards
2. Recite troubling information from notes and study sheet

**Day Four – Wednesday**
Third review of Chapter One (15 min)
1. Recite flash cards, notes, and study sheet
2. Answer end-of-chapter problems

**Day Five – Thursday**
1. Self-test (made up of predicted questions)

*Remember that you will not have five days to study every chapter, e.g. for this student's study plan, he does not prepare Chapter Three until Tuesday. Thus, he only has Wednesday and Thursday to review that chapter.*

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Use active study strategies while preparing and reviewing for an exam

<table>
<thead>
<tr>
<th>Condense Your Text and Lecture Notes</th>
<th>Prepare Word Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read through your text and lecture notes.</td>
<td>Word cards (a form of flash cards) are great for learning definitions, key people, places, dates, and events.</td>
</tr>
<tr>
<td>Decide what you have mastered and what you still need to review.</td>
<td>Procedure</td>
</tr>
<tr>
<td>Compile all of the material that you will need to review again.</td>
<td>o Write the word on the front of an index card.</td>
</tr>
<tr>
<td>o Compiling may take the form of re-writing and marking.</td>
<td>o Next, write a definition or identification on the back of the card.</td>
</tr>
<tr>
<td>If you do this each day of your review, you will find that you need to review less and less information each day.</td>
<td>o During review, look at the word, think about the answer, and recite it out loud.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Create Question Cards</th>
<th>Create Study Sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>While word cards focus on definitions, question cards address more in-depth information.</td>
<td>A study sheet is a one-page compilation of all important information on a specific topic.</td>
</tr>
<tr>
<td>You can formulate new questions and use the ones that you wrote in the margins of your textbook and lecture notes.</td>
<td>Procedure</td>
</tr>
<tr>
<td>Procedure</td>
<td>o Write the topic at the top of a sheet of paper.</td>
</tr>
<tr>
<td>o On the front of the card, write a question about key material. Write the answer on the back.</td>
<td>o Go through text and lecture notes and find all important information on that topic.</td>
</tr>
<tr>
<td>o During review, read the questions, recite the answer, and check to make sure you remembered all of the key points.</td>
<td>o Include material that you already know and material that you need to learn.</td>
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</table>

<table>
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<tr>
<th>Make Self-Tests</th>
<th>Use Recitation Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making and taking a self-test is a great way to review.</td>
<td>Reciting (saying the answer out loud) is one of the best ways to get information into your long-term memory.</td>
</tr>
<tr>
<td>Procedure</td>
<td>Many different recitation strategies exist.</td>
</tr>
<tr>
<td>o Predict what information will be on the test.</td>
<td>o Use the headings in your notes, textbook, or study sheets as cues - read just the heading and then recite all information written under it.</td>
</tr>
<tr>
<td>o Formulate questions – try to focus on short-answer and essay questions.</td>
<td>o Teach the information to someone else.</td>
</tr>
<tr>
<td>o Take the test at the beginning of your final review day.</td>
<td>o In a study group, remember that the person who does the talking is also doing the most learning. Actively contribute!</td>
</tr>
<tr>
<td>o Focus on reviewing the information that you had trouble remembering on the self-test.</td>
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Test Anxiety

How Can I Cope?

1. Keep in mind that some anxiety is good.
   - A normal level of anxiety is called facilitating anxiety. It helps motivate you to prepare for the exam. The key is to keep your anxiety at a manageable level.

2. Prepare well for the exam.
   - Use the Five-Day Study Plan to make sure that you are well prepared. More preparation will give you more confidence during the exam.

3. Use relaxation strategies before and during the exam.
   - Take long, deep breaths.
   - Alternately tense and relax your muscles before and during the exam.

4. Avoid negative thoughts.
   - Do not think about failing! This will cause you to worry and increase your anxiety. It also takes your concentration away from the test.

5. Recite a positive mental script.
   - "I am going to do well on the exam."
   - "I know the material really well."

6. Do not arrive too early for the exam.
   - Getting to the classroom really early will not necessarily reduce your anxiety. Think about the last time you had to wait for a long period of time (at the doctor's office, at the grocery store, etc.)

7. Identify your triggers.
   - If you know what is causing your anxiety, you are better equipped to deal with it. For instance, if true/false questions are the most difficult for you, then do those at the end. Talk to your professor about any routines (such as announcing how much time is left) that make you more anxious during the exam.

8. Answer the questions that you know first.
   - The more questions you can answer confidently, the more confident you will feel. As you are going through the test mark and skip those questions that you are having difficulty answering. At the end of the test, go back through it and answer the questions that you skipped.

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Multiple Choice Exams:
Strategies for Success

Read the question and all answers before deciding on the correct answer.
- Instructors commonly make the first or second answer appear to be the correct answer. Always read all answers before making your final selection.

Underline key words.
- Underlining key words helps you focus your attention on exactly what the question is asking. It also forces you to read the question slowly, which can prevent careless mistakes in determining what the question is asking.

Work to eliminate incorrect alternatives rather than looking for the “right” answer.
- If you do not know the answer after reading the question and all possible choices, then begin identifying and crossing out the answer choices that you know are incorrect.

Read the question, cover the answers, and try to think of the answer on your own.
- Sometimes the distracters, or incorrect choices, cause students to second guess their answer choice. If this frequently happens to you, try covering the answer choices, reading the question, and then coming up with the answer on your own.

Use caution with “all of the above” or “none of the above” answers.
- These answer choices can really cause students to second guess their answers. If you cannot determine the answer, try using the following rules.
  - All of the above
    - If you can eliminate even one answer choice, then “all of the above” cannot be the correct answer.
  - None of the above
    - If you are sure that even one answer choice is correct, then “none of the above” cannot be the correct answer.