BEFORE THE TEST

- Find out what will be on the test—ask your professor, look at the syllabus, look at old tests
- Schedule your study time—reading, reviewing notes, studying with classmates, and office hours with the professor. Make a list of things to study, in order of importance, and stick to it!
- If you can’t get started, set a timer for five minutes and study. It’s only five minutes, right?
- Decide what you must read, what you can skim, and what you can skip based on what you know will be on the test.
- Review actively by creating summary sheets drawing on your reading, notes, and own thoughts. Diagram, outline, create tables, or create charts.
- Practice answering questions you think will be on the test.
- Attend review sessions, or meet with your professor if you feel lost.
- Set up self-facilitated study groups with classmates—learning in a group works!
- Get enough rest and food the night before the test.
- Don’t cram unless absolutely necessary—cramming only works in the short term; knowledge is lost quickly after cramming ends (within an hour or two).

DURING THE TEST

- Be prepared emotionally and physically.
- Arrive early and get settled.
- When you get your test, write down formulas/data that you think you’ll need on the back.
- Preview the entire test; ask about any unclear questions.
- Plan your time—allow more time for higher-point questions and time for review at the end.
- Answer the question on the paper, not the question you THINK is on the paper. Be literal.
- Answer the questions you know first. Put an answer down for all questions, even if you aren’t sure. Go for partial credit!
- Don’t panic at unfamiliar questions. Analyze them based on your knowledge of the course and give at least a partial answer.

AFTER THE TEST

- Get your corrected test; rework missed questions until you get the right answer. Ask friends or professor for help.
- Identify why you missed them. Did you misread the question? Were you not prepared? Did you run out of time?
- Check the level of the test—were the questions repetitions of text or lecture information, or did they require analysis and synthesis?