



Test Preparation Strategies

Raise your hand as a reminder of the **five** golden rules to exam preparation.

1. Begin preparing for your exam at least **five** days before your exam date. Starting early gives you the time you need to review the older material first and check in with your professor about concepts you aren't clear on or questions you have before the day of the exam.
2. Set a **five x five** study schedule. Study for twenty-five minutes with a five-minute break for a thirty minute study session. Remember to reward yourself during your break before moving on to the next section. Set an alarm if you are afraid you'll be too distracted by your reward.
3. Make sure your review material includes the **five** levels of questions beyond knowledge.¹

Knowledge-level material helps you recall facts, dates, lists, etc.

Comprehensive-level material challenges you to identify concepts and issues when they are not worded exactly as they were originally presented in the text or lecture.

Application-level material encourages you to connect the information you have learned to new experiences or your own past experiences.

Analysis-level material asks you to break complex material into its steps or parts.

Synthesis-level material invites you to make connections between/among course concepts and material.

Evaluation-level material demands your judgments about an idea or concept, usually in a specific context.

4. Interacting with material in multiple ways (reading it aloud, reading it silently, handling flash cards and review sheets, Q&A with a partner or small group, creating and completing sample tests, etc.) helps transfer information from short term memory to long term memory. Can you interact with your course material in **five** different ways?
5. Look for **five** things beyond the grade when you get your exam back: patterns of questions you did not do as well on, patterns of questions that you did do well on, chapters/concepts you have a strong grasp of, chapters/concepts you need to work on, and questions you want to ask of your professor. Use this information to prepare for the next exam.

1. The six levels of questions are based on Bloom's Taxonomy in B.S. Bloom, ed. *Taxonomy of Educational Objectives: The Classification of Educational Goals* (New York: McKay, 1956)