Tests are useful not just as grading tools, but to assess and encourage learning. They can allow students to determine what areas they need to focus on during studying and can also be used to strengthen basic test taking strategies including managing test-taking anxiety. Have the students complete the attached 20 question "Practice Exam". As they answer each question, they will also record data that will be used to complete an analysis.

1. Have the student complete the 20-item, multiple choice practice exam without notes or a book. In addition to indicating their answer choice, they should also use the following notation for each response.
   - If they feel completely confident in their response, have them write **"Y"** below their answer. They should only use this code if they are certain that this is the correct answer.
   - If the student is able to narrow the choices down to two responses, have them write **"M"** below their answer. They should be encouraged to use this choice if they feel fairly equivalent about both choices.
   - If the student has no idea what the correct response is and they are guessing, have them write, **"?"** below their response.
1. Before they begin, encourage the student to take their time and write notes on the test and cross-out answers they think are incorrect for each item.
2. Have the student indicate what they think their score is on the exam within a five-point range.
3. Score the exam using the attached scoring blank.
4. Go back and have the students count up how many responses were Y, M, and ?. Write those numbers in the corresponding cells below. Then have them tally how many of those items they answered correctly and write those numbers in the cells below. Divide the number correct by the total to get the percentage for each code.
5. A student with good test-awareness skills with score >85% for the, "Y" responses, between 50 and 65% for the, "M" responses (ideal is 60-65%), and between 25 and 50% for the, "?" responses (ideal is 40-45%). If their percentages are **less** than these, they may be overestimating their abilities. If their percentages are **greater** than these for M and ? responses, they are not giving themselves enough credit for what they know. A well-prepared student should answer roughly half the items on the exam as, "Y" and then probably one quarter each as, "M", and, "?". (e.g. 10-Y, 6-M, 4-?)
6. Go over the incorrect responses with the student and look for trends. The answer key provides information about each question such as difficulty level (easy, medium, and difficult) and the type of information that is being asked for (factual, applied, and conceptual). Look to see if there is any pattern to the incorrect responses.

Response	Total	# correct	Percentage (correct/total)	Standard
Y				>85
M				50-65
?				25-50
Total				>70