

1. Given the criteria on the rubric and the feedback on my exam, what do I want to focus on improving for the next exam?

(Be specific – will it be connecting athletes’ experiences to the historic context, supplying specific evidence like quotations from primary sources, incorporating more of the available materials, etc.?)

2. Given how I prepared for the first exam, what would I do the same? What would I do differently?

(By the way, strong preparation process for an in-class exam usually includes the following steps:

\_\_\_\_\_ I looked at the exam prep sheet to anticipate what would be on the exam.

\_\_\_\_\_ I looked at the exam prep sheet to make sure I understood the criteria that would be used for evaluation.

\_\_\_\_\_ I reviewed all my notes on the readings, both primary and secondary sources.

\_\_\_\_\_ I reviewed all my notes on the class meetings, checking them against the Power Point presentations to see if my in-class notes were thorough or had gaps.

\_\_\_\_\_ I re-read or took better notes on the readings that I didn’t understand or didn’t have thorough, detailed notes on.

\_\_\_\_\_ After reviewing all the notes, I considered which information would be relevant to the possible essay questions.

\_\_\_\_\_ I created a possible outline and tentative thesis statement for each of the possible questions.

\_\_\_\_\_ I did all of the above early enough so that I could ask questions if I was uncertain about anything.

\_\_\_\_\_ When I got to the exam, I “tore the question apart” to make sure I understood exactly what I was being asked to do and all the parts I would need to address, and checked if I needed to revise my outlines before writing.)