

Improved success in math involves become better at thinking, but to do this students must think about how they think! The skill of thinking about how one thinks is called “**Metacognition**”. The skill of metacognition has been correlated to success not only in educational settings, but also in work and career, personal life and relationships, and life satisfaction. Metacognition involves making an intentional effort to:

1. Identify goals and ideal outcomes.
2. Observe current thoughts and behaviors.
3. Identify which thoughts and behaviors are effective and desirable and which are not (or less so).
4. Celebrate and reinforce productive thoughts and behaviors.
5. MOST IMPORTANTLY: Create strategies to change thoughts and behaviors to achieve more success.

When considering ideas and strategies, you may want to review

- other Study Skills assignments,
- Mindset cartoons in the “Study Skills” folder of the class website,
- “Advice” folder of the class website,
- “Learning How To Learn” class on Coursera.org (which can be viewed without paying).

**Part 1: Current Grade (3 points)**

My grade on this exam is \_\_\_\_\_ points out of \_\_\_\_\_ points, which is \_\_\_\_\_% and letter \_\_\_\_\_.

I am satisfied with my grade on this exam: Yes \_\_\_\_\_ No \_\_\_\_\_

My grade in this class right now (including this exam and all returned PQs, past-due HW, etc.) is \_\_\_\_\_ points out of \_\_\_\_\_ points, which is \_\_\_\_\_% and letter \_\_\_\_\_.

I am satisfied with my grade in the class Yes \_\_\_\_\_ No \_\_\_\_\_

**Part 2: Exam Corrections (10 points)**

1. Rework all problems on the exam that you did not get completely correct. Use separate sheets of paper.
2. Show these to a tutor and have them check your work.
3. Have the tutor sign below.
4. Staple in order: this page, your essay for part 3, your exam corrections, your exam.

Tutor Signature:

I have checked the exam and the exam corrections and confirm that the student has re-worked every incorrect problem (nothing skipped) and has now found the correct answers.

Tutor signature \_\_\_\_\_

Tutor name (printed) \_\_\_\_\_

Tutor location \_\_\_\_\_

Date \_\_\_\_\_

### Part 3: Essay (7 points)

Yes, an essay! The seven prompts below are starting points which often relate to student experiences, but may not apply to you. Your essay should describe reality, (not just what you hope), and provide concrete steps in a plan to make your reality closer to your ideal. It will be graded on the following:

- ☺ Initiative: Thinking beyond the prompts by examining your behavior, life circumstances, decisions, etc.
- ☺ Depth: Explaining the situation fully.
- ☺ Specific plans: What you plan to do (same or differently) to work toward success in this class.
- ☺ Pertinence or relevance: Clearly related to your behaviors and success in this class.

Eight Ideas to get you started (“prompts”):

1. What grade would I like to achieve in this class? Why?
2. Using my current approach, do I seem to be “on track” to achieve that goal? Why?
3. What are my current behaviors regarding attendance, taking notes, using my notes, doing homework, preparing for exams, the amount of time I’ve dedicated to this class, time management, organization, etc.? Why?
4. On this exam specifically, were my errors major, minor, or a combination?
5. Is my mindset generally a growth mindset or generally a fixed mindset? (See Study Skills “Autobiography & Mindset” or class website Mindset Cartoons for more info.) Why?
6. What’s working and/or not working in my current approach? Why?
7. What changes might I make, or not, and why?
8. Are there questions about my approach that I might want to ask? Why?