## Different Exam Formats

<table>
<thead>
<tr>
<th>Preparing</th>
<th>Taking</th>
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<tbody>
<tr>
<td><strong>Problem Solving</strong></td>
<td>Start with the easier problems first. If you have no solution method,</td>
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<tr>
<td>The best way to prepare for problem-solving test is to solve problems—</td>
<td>try the following: Try to write out an equation to express the</td>
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<td>lots of them. Be sure to work problems not previously assigned.</td>
<td>relationships among all the givens and unknowns, accounting for all</td>
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<td>Work with a time limit. Aim to solve as many problems as you will</td>
<td>the data and facts in the problem. Work backwards. Ask yourself, “What</td>
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<td>have on the test within the test time limit (i.e., 30 problems in 50</td>
<td>do I need to get the answer?” Break a problem into a series of smaller</td>
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<td>minutes).</td>
<td>problems, and then work each part.</td>
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<td><strong>Objective</strong></td>
<td>Mark keywords in every question, especially ones that indicate how</td>
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<td>List major themes and concepts. Make flash cards for frequent drills.</td>
<td>many answers there are. To find keywords, ask yourself what, who, when,</td>
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<tr>
<td>Compare and contrast. Construct diagrams, tables or lists to summarize</td>
<td>and how. Stay on point! Avoid reading too much into the question. Do</td>
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<td>relationships.</td>
<td>not make inferences about what is being asked - answer it as it is</td>
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<td></td>
<td>written.</td>
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<tr>
<td><strong>Essay</strong></td>
<td>Pay attention to key words such as compare, explain, justify, and define.</td>
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<td>Generate a list of main ideas or themes. Use relationship charts and</td>
<td>Make a rough outline of your answer. If you find yourself out of time</td>
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<td>summary sheets to generate a list of possible questions. Outline</td>
<td>on a question, quickly write an outline of the rest of your answer. The</td>
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<td>answers to as many as you can.</td>
<td>grader may give you partial credit for it.</td>
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<td><strong>Short Answer</strong></td>
<td>Only answer what is being asked. Restate the question as a statement</td>
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<td>Practice explaining concepts or diagrams out loud, to yourself, or a</td>
<td>(on paper or in your head) and THEN write your answer. Reread the</td>
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<td>study partner. Without the help of your notes, recreate diagrams or</td>
<td>question and then your answer back to back and ask yourself: “Did I</td>
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<td>graphs and explain what they mean. If you are expected to learn</td>
<td>answer the question asked?” Use bulleted lists when writing out steps</td>
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<td>procedures and processes, memorize the number of steps.</td>
<td>or stages. This will help you stay organized and make it easier for</td>
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<td></td>
<td>someone to grade your answer. Check the number of steps to make sure</td>
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<td>that you’re not missing something.</td>
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