Goal: To learn to find your own errors and make changes in your thinking or preparation habits to reduce or avoid those errors in the future.

**Task 1: Examining your own work and looking for patterns**  
Read the left column of the table below to see the types of errors you will be seeking in your work.

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Number of errors of that type</th>
<th>Examples from your work (Show your incorrect work, then describe it)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Errors! (Problems done well)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Notation/terminology is correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Major steps are shown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work is organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Memory Error</strong> – Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Didn’t finish the problem</td>
<td></td>
<td></td>
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<tr>
<td>• Forgot or confused steps</td>
<td></td>
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<tr>
<td><strong>Calculation Error</strong> – Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Made a mistake with your basic addition, subtraction, or multiplication facts</td>
<td></td>
<td></td>
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<tr>
<td>•</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Detail Error</strong> – Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did not follow all directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lost or mis-copied symbols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Numbers changed randomly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explanations are vague</td>
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<td></td>
</tr>
</tbody>
</table>

1. Start with the first problem on your assignment or test. Was it done correctly, or was there an error? Put a mark in the middle column of the above table next to the category that applies. **Repeat this for each problem** (if a problem is in parts, like 3a, 3b, 3c, etc., make sure you record each part separately).

2. Now look through your test again and find one clear example of each error type. In the right column above, copy your WRONG work into the box – it should show the mistake – and then write a few words saying exactly what you did that was incorrect.

3. On the back of this paper, make corrections to some of the problems on your assignment or test.
**Task 2: Learning from your errors**

Use this table to re-do three of the problems you got wrong – focus on problems with memory or detail errors.

<table>
<thead>
<tr>
<th>Problem #</th>
<th>Correct solution</th>
<th>What you need to remember to do this correctly in the future.</th>
</tr>
</thead>
</table>

**Helpful Hints**

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Recommended Study Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Errors</td>
<td>Congratulations!! Keep doing what you’re doing!</td>
</tr>
<tr>
<td>Memory Errors</td>
<td>Spend more time memorizing key vocabulary, symbols, or steps of procedures. Create flashcards with the confusing word or type of question on one side and definition or steps on the other.</td>
</tr>
<tr>
<td>Calculation Errors</td>
<td>Practice doing more calculations without the calculator first, then using your calculator to check. Also, review the rules for fractions, signed numbers, and the order of operations.</td>
</tr>
<tr>
<td>Detail Errors</td>
<td>Make a list of the types of details you forget during a test. Pick one of these from your list and check everything you do that week for that detail. Each week, add one more detail to check.</td>
</tr>
</tbody>
</table>