



## Structure Opportunities for Students to Reflect on and Improve Their Performance

The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption (Feldman, 2018). Equitable grading means that we want students to be intrinsically motivated to learn, so our goal should be to help them focus on learning rather than on grades. Providing opportunities for them to reflect on and improve their performance is how we build students' self-regulation skills and sense of self-efficacy.

### Exam Review

An exam review asks students to:

1. identify the questions they missed
2. explain why their answer is incorrect
3. explain why the correct answer is the correct answer and provide a reference for it

This process helps students correct their own misunderstandings and locate supporting evidence for the correct information. Consider allowing students to earn back points for questions they correct on an exam review (Freeman, 2022).

### Exam Wrapper

Exam wrappers ask students to answer three questions: How did you prepare for the exam? What kinds of errors did you make on the exam? What could you do differently next time to prepare? They give students the opportunity to examine their preparation for the exam and plan to prepare more effectively in the future by:

1. identifying the strategies they used to prepare
2. analyzing the errors they made
3. Identifying how they might prepare differently as well as identifying areas of strength and weakness to guide further study

To use exam wrappers in your course, create an exam wrapper that simply asks the three questions above, or you can customize it by asking about specific resources you have provided in the course. Pass out the wrapper when you hand back graded exams and ask students to take 10 to 15 minutes to complete it. Although exam wrappers are not graded, you will want to collect them because you will be returning them to students before their next exam so they can use their own advice in preparing for the next exam (Lovett, 2013). The [Eberly Center at Carnegie Mellon University](#) provides examples of exam wrappers from different content areas.

### Share Effective Studying Approaches

Help students use these five practices to improve their approach to studying:

- Make the most of your notes.
- Put it in your own words.
- Be an active reader.
- Schedule study sessions.
- Mix different types of problems.



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Download the infographic “The Best Ways to Learn” on the Implementation Resources page for more effective studying approaches.

### **Analyze the Exam to See What Was Missed**

Identify the questions that were most missed on an exam and reteach the content. Explain why each answer was incorrect and provide a rationale for the correct response. Include similar questions on the next exam. If students show mastery the second time around and you are using a standards-based gradebook, you can replace the initial grade with the new grade following the second exam.

### **Sources**

Feldman, J. (2018). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Corwin.

Freeman, C. (2022). Use grading policies and practices to motivate students [Video]. *Designing Learner-Centered and Equitable Courses*. ACUE.

Lovett, M. C. (2013). Make exams worth more than the grade: Using exam wrappers to promote metacognition. In M. Kaplan, N. Silver, D. Lavaque-Manty, & D. Meizlish (Eds.), *Using reflection and metacognition to improve student learning* (pp. 18–52), Stylus.