Tool: Exam Wrappers

Exam wrappers are "short activities that direct students to review their performance (and the instructor's feedback) on an exam for the purposes of adapting their future learning (Lovett, 2013, p. 23).

Exam wrappers should be organized to answer the following questions:

1. How did the student prepare for the exam?
2. What kind of errors did the students make?
3. What changes in study strategies will the students make for next exam?

Recommendations for effective use of exam wrappers:

1. Exam wrappers should be short. Students should be able to complete it in less than 10minutes.
2. Students should receive the exam wrapper with the graded exam.
3. Students should fill out the exam wrapper in class right after receiving graded exam.
4. Collect the exam wrapper and return to student 1 week before next exam.
5. Repeat.

TCMS sample exam wrapper below:

Directions: Answer the following questions thoughtfully and honestly as you will be using this wrapper and U1L1 Quiz to adjust your studying for the next quiz.

1.) Did the problems on U1L1 Quiz reflect the work you did in class and assigned homework?

Answer: _____

2.) What percentage of your test preparation was done alone and what percentage was done with others?

Alone: _____   Calling/texting with classmates: _____   Tutoring lab: _____

3.) During class, did you make note of the problems that you struggled with, so you could get help later?

Answer: _____

4.) How much time did you spend on the following study strategies?

Reading/reviewing class notes: _____
Testing yourself on formulas and definitions: _____
Explaining the concepts to another person: _____
Re-doing problems from class/groupwork on your own: _____
Searching for more explanations online: _____
Searching for math videos online (Khan Academy, ALEKS, etc.): _____
Trying new, similar problems from textbook: _____
Getting help from your teacher: _____

5.) After looking over your exam, place an X on the mistakes you made and/or struggles you had:

- Switching 'explanatory' and 'response' variables _____
- Using raw data rather than proportions/percentages to draw conclusions_____
- Switching 'absolute risk reduction' (ARR) and 'relative risk' (RR)_____
- Putting the smaller value in the numerator when calculating relative risk_____
- Using incorrect units for ARR (percentage points) and RR (times as likely) _____
- Rounding to incorrect place value _____
- Not converting percentage to proportion to calculate relative risk _____
- Identifying the incorrect control group, subject, or treatment _____
- Using wrong marginal total in denominator when finding proportions _____

6.) Describe at least 3 things you will do differently in your preparation for your next quiz.

_____
_____
_____
_____

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