

# Academic Success Policy

## Appendix C:

### Student Exam Reflection Form

This activity is to:

- guide your reflection on your exam performance, and
- identify actions you can implement for improvement.

*This activity is designed to give you an opportunity to reflect on your exam performance, and more importantly, to reflect on the effectiveness of your exam preparation. Please answer the questions sincerely. Your responses **will not** be graded. Your responses will inform the course faculty on how we can best support your learning moving forward. Most importantly, you can develop a plan to help yourself improve your strategies for effectively preparing for future exams.*

Name	UB Person Number:
Course & Exam #/Section	Today's date:

#### INSTRUCTIONS:

1. Complete this form.
2. Meet with the individual designated by the Office of Student Success and Engagement (OSSE)
3. After the meeting both you and the OSSE designee must sign below and turn in the completed form to the Associate Director OSSE.

**Certification: I met with a faculty member and discussed this reflection in a face-to-face meeting.**

Student Signature	Date of meeting:
Faculty Signature (Print & sign)	

1. How long (in hours) did you study for this exam? \_\_\_\_\_ (List in hours – ex: 1.0, 2.75 hrs)
2. How many days before the exam did you begin studying? \_\_\_\_\_ (List in Days)
3. “Chunking” your studying (presented during orientation):
  - How long was your average study period before taking a break (“chunking”)? \_\_\_\_\_ (list in hours)
  - How long was your **\*planned\*** average break? \_\_\_\_\_ (list in hours)
4. During your study session, how many times was your studying
  - interrupted by **\*unplanned\*** social media interactions? \_\_\_\_\_ (List number of times)

- interrupted by **\*unplanned\*** other actions / events? \_\_\_\_\_ (List number of times)
  - List the types of unplanned interruptions

- Briefly describe how you will minimize unplanned interruptions

5. What percentage of time did you spend studying for the exam? (Percentages must add up to 100%)

- By yourself (alone in a room or in a room with others but not interacting) \_\_\_\_\_
- With someone (being interactive with the study material) \_\_\_\_\_

6. What percentage of your exam preparation was spent in the following activities? (Percentages must add up to 100%)

- Reading or re-reading class notes / slides \_\_\_\_\_
- Reading or re-reading chapter in textbook or assigned readings \_\_\_\_\_
- Listening or re-listening to podcasts / recorded lectures \_\_\_\_\_
- Writing out key points in your own words \_\_\_\_\_
- Completing available practice questions \_\_\_\_\_
- Creating your own retrieval practices (using flash cards, creating quiz questions, etc) \_\_\_\_\_
- Verbally quizzing with a partner \_\_\_\_\_
- Attending recitation / review sessions \_\_\_\_\_
- Active participation in recitation / review sessions (asking questions, taking notes, doing problems) \_\_\_\_\_
- Other \_\_\_\_\_ (Please write it here):  
\_\_\_\_\_

7. Now that you've reviewed your exam performance, estimate the percentage of points lost due to each of the following: (Percentages must add up to 100%)

- Falling into the "Familiarity Trap" \_\_\_\_\_  
 \*\*The Familiarity Trap is a situation where you heard it in class, reviewed your notes and then felt that you knew the material because you were familiar with it.
- Lack of understanding of the key points and concepts \_\_\_\_\_
- Difficulty in applying key points and concepts \_\_\_\_\_

- Not knowing how to approach the problem / question \_\_\_\_\_
- Unclear expectations \_\_\_\_\_
- Careless mistakes \_\_\_\_\_
- Other \_\_\_\_\_ (Please write it here): \_\_\_\_\_

8. Now that you have reflected upon your exam performance and preparation, please list 2-3 things that you will do differently in preparing for the next exam. Be specific as possible and elaborate on your reasoning in your explanation.

1.

2.

3.

8. Reflect on your mindset (recollect the orientation mindset worksheets). Write 1-2 sentences on how a growth mindset will help you prepare for the next exam.

9. How can we (faculty, course coordinators) help support your learning and preparation for the next exam?