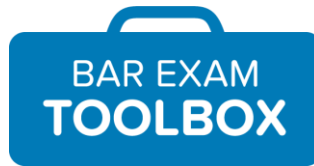
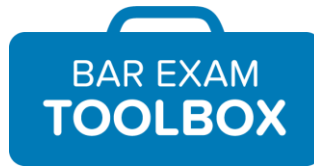




- Lee Burgess: Welcome to the Bar Exam Toolbox podcast. Today, we're talking about five lessons we learned while writing sample answers to bar questions. Super exciting!
- Alison Monahan: Whoo-hoo!
- Lee Burgess: Your Bar Exam Toolbox hosts are Alison Monahan and Lee Burgess, that's me. We're here to demystify the bar exam experience so you can study effectively, stay sane, and hopefully pass and move on with your life. We're the co-creators of the [Law School Toolbox](#), the [Bar Exam Toolbox](#), and the career related website [CareerDicta](#). Alison also runs [The Girl's Guide to Law School](#). If you enjoy the show, please leave a review on your favorite listening app, and check out our sister podcast, the [Law School Toolbox podcast](#). If you have any questions, don't hesitate to reach out to us. You can reach us via the [contact form](#) on BarExamToolbox.com, and we'd love to hear from you. And with that, let's get started.
- Alison Monahan: Welcome back. Today, we're talking about five lessons we learned from drafting bar exam sample answers, because we're right now in the process of finalizing and releasing what we believe are actually solid model answers for California and the MEE questions as part of our [Writing of the Week program](#). So, of course, we needed to write those. And to be honest, I thought this project would be easier than it's turned out to be. How about you?
- Lee Burgess: Oh yeah. I mean, basically this is the lesson learned. Here's a business lesson – every project is way more difficult than you think it's going to be.
- Alison Monahan: Yeah, but I thought, "How hard is it? We'll send the questions to our bar tutors who do this all day long, and they'll draft some model answers and we'll all move on with our lives. Simple."
- Lee Burgess: Not so much.
- Alison Monahan: Do them under timed conditions: "Alright, get that back to me next week. Thanks."
- Lee Burgess: Yeah, it hasn't been that easy.
- Alison Monahan: No, it's been eye-opening.



- Lee Burgess: Yeah. The thing is, the people ... Well, first, each of these bar questions has gone through multiple rounds of editing from our team. And I think it is interesting because we did think, anyone on our team, we should just toss them these questions, we'll all write it the exact same way. We all do this for a living. We all teach classes on the bar and we tutor for the bar and we're all bar experts. But we actually kind of learned some valuable lessons about many of the things that make these answers really challenging.
- Alison Monahan: Right. And I think it was interesting that even the tutors really found it challenging, like something we sent in to them and they are like, "Oh yeah, no problem. I can do that." And then even some of our most sort of eldest tutors, most experienced, were like, "Wow, that was really a lot harder than I thought it would be."
- Lee Burgess: Highly trained.
- Alison Monahan: Yeah, like 20 years, 30 years of experience doing this, and they're like, "Wow, it's been a while." Yeah, doing that in 30 minutes was really challenging. It was very hard to figure out what to write.
- Lee Burgess: Yep. So, I thought it would be fun when we were talking about things to talk about on the podcast, was to chat about what we learned through this experience, because I think it was a good reminder for all of us on the team that participated in this project about why these questions are kind of challenging, and what we really need to focus on to write the best answers possible.
- Alison Monahan: Right. I think it gave people much more empathy for what students are really struggling with when they don't want to do timed questions and all this sort of thing, because it is really difficult sometimes to do this coherently.
- Lee Burgess: Yeah. So the first thing we learned, which we already kind of talked about, was that we told all of the tutors who did this drafting that they had to do it under timed conditions, and every tutor who did this project said it was much harder than they expected. And I think that that is such a good point about why you have to practice under timed conditions, because I think given an open universe and an abundance of time, the tutors were like, "Oh, I could write a 10-page answer on this number."
- Alison Monahan: Yeah, except I want you to write something you could actually do in 30 minutes, which means more like three pages probably.



- Lee Burgess: Right, exactly. And so, I think if somebody who's around this exam all the time can find it challenging to execute an excellent answer under the time crunch, then of course you in studying for the bar exam are going to, too. And that's why these timed conditions practice sessions are so critical, because you have to be comfortable with the time allowed and be comfortable about making these decisions about how to allocate your time and what to cut and what not to cut, and that you're not going to be able to write a dissertation and that's okay.
- Alison Monahan: Right. And also how to do your planning to allow you to do that evaluation really quickly. So, if you're doing an MEE question, you have 30 minutes.
- Lee Burgess: Right.
- Alison Monahan: That is not a lot of time. I talked to someone the other day who was like, "Sometimes I would just be flailing and I have to change my answer halfway through." I'm like, "Okay, then you're just not... You lost half your time."
- Lee Burgess: Right.
- Alison Monahan: So, I think people sometimes say, "I don't have time to do an outline" and things like this, which I hear you, but you have to do that, because otherwise...
- Lee Burgess: Right, because you don't have time to write again.
- Alison Monahan: Yeah. You don't have time to not do it.
- Lee Burgess: Yeah.
- Alison Monahan: It's one of those things like if you're too busy to meditate for five minutes, meditate for 10.
- Lee Burgess: Right.
- Alison Monahan: If you're too busy that you don't have enough time to do an outline, do it twice. Just kidding. Don't do it twice!
- Lee Burgess: Just do it.
- Alison Monahan: Just do it once. Yeah.

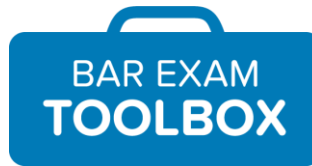


- Lee Burgess: Just do it once. Yeah.
- Alison Monahan: But that is really where you do that thinking about, "Is this a major issue? Is it a minor issue? How many facts are they giving me around this issue? If it's a lot, I probably need to talk about it more than if it's something that I just need to get in and get out and get those couple of points." But sometimes those issues, the easier ones, people like to talk about them, because it's not hard. And you can't do that in 30 minutes.
- Lee Burgess: Yep. Alright, the second thing that we learned is that you have to have a formatting scheme.
- Alison Monahan: Oh gosh, this was so much harder than I thought it would be.
- Lee Burgess: I know. I know. So I don't know if we should admit how many people and how many chat conversations we had about what formatting scheme you should use.
- Alison Monahan: Oh, back and forth. I think I saw at least five or six different options.
- Lee Burgess: I know. Yeah.
- Alison Monahan: And people had different opinions on which option was better or worse.
- Lee Burgess: Yeah. So what we're talking about here is your headers and at what level each header should look like. So for instance, do you say, "Number one", and you write out of the call of the question, and is that going to be bold, or bold underlined? And then the next level of headers, is that going to be bold or is it going to be all caps or is it going to have an A or is it going to have a number one? It kind of sounds silly when you think about it, but when you start to lay it out on paper and start to compare... I'll be honest, we had different versions and we compared them.
- Alison Monahan: Well, because the thing is, the reason we started even doing this part of the problem was it actually was really confusing to try to read essays where they just use, for example, bold, and there was no differentiation between the levels. So it was actually really hard to tell what the hierarchy was and what referred to what and these kinds of things. So then you start getting a little obsessive about it. So, maybe your top level is always bold, and then your second level is always underlined, and then your third level's whatever. But then if you get much past



that you can't keep track of it, and that's confusing. Point being, you don't want to be making these choices on exam day.

- Lee Burgess: Right. And you want to be fast, so you need to decide what your formatting scheme is, whatever you decide it might be, and then you want to do that over and over and over again so you don't have to be creative and have an internal dialogue with yourself about it on exam day, like we had an internal dialog with our team.
- Alison Monahan: Yeah, over the course of several days, which you don't have time for when you're in the test.
- Lee Burgess: Yeah. No. That's a lot of years of education talking about bold and underlined.
- Alison Monahan: Right. Or should it be like 1A, 2... You can basically go into any outlining program like Word and be like, "Okay, which of these would I choose?"
- Lee Burgess: I know. And then at one point you were like, "I like it", and I was like, "I don't like it", and then we had to have a whole another dialogue.
- Alison Monahan: Right, and then there was confusion if people were going to indent or not indent, and was that intentional.
- Lee Burgess: I know. Guys, there are lots of options.
- Alison Monahan: Well, because part of it, it helps you to know where you are in your answer. So if you think of taking your outline to an answer, basically what you're doing is you're taking the pieces of the outline and then giving them a hierarchy, and then writing an answer under it.
- Lee Burgess: Right.
- Alison Monahan: And that's useful, but you have to keep track of it.
- Lee Burgess: And although you might be saying, "Hey, on my list of things to worry about the bar exam, guys, this is like at the bottom of the list"...
- Alison Monahan: Yeah, never even think about this.
- Lee Burgess: Yeah. Before you give us a one star for this episode, I would like you to think for a minute of what it feels like to read these questions, because I think one of the



things that Alison and I really found, because we cheated and didn't do the first drafting, but we did a lot of the editing and rewriting. And when we would get these answers from tutors who, again, these are very smart people who do this for a living – sometimes I would be like, "Oh, this formatting scheme makes it very difficult to follow."

Alison Monahan: Yeah, "I just can't follow this essay."

Lee Burgess: "I can't follow this essay."

Alison Monahan: "I just don't like their headers."

Lee Burgess: Right, and that means that the grader is going to typically have some sort of similar response.

Alison Monahan: Right. And other ones, you get and you're like, "Oh, I can relax. This is going to be so easy to read, so easy to get through. I really feel like they're organized." I mean, both of those people knew what they were talking about.

Lee Burgess: Yeah, the answers were all correct.

Alison Monahan: Yeah. It was just one was like, "Oh." It was like settling into a warm bath and you just kind of go through it and you're like, "Yeah, okay, I agree with you." That's the mindset you want your grader to be in, not like, "Oh my God, why are these just all bold and there's no differentiation and I can't follow what's going on here?"

Lee Burgess: Right. "I can't skim it."

Alison Monahan: Yeah, I can't skim it. I'm looking to skim it as a grader. If your headers are very clear and they're giving the grader that pathway through your essay, you're already getting points at that point.

Lee Burgess: Yeah. Okay, so hopefully we have won you over to need a formatting scheme.

Alison Monahan: Right. And you might even try a couple of different ones in your practice answers. Hand them to someone who has nothing to do with law school or the bar or any of that and just be like, "Which of these do you think is more clear?" It can be even like an eight-year-old child. They could probably tell you, "Oh, I think this one's easier to read."



Lee Burgess: Yeah. Yeah.

Alison Monahan: Use that one.

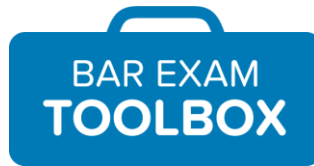
Lee Burgess: From the mouths of babes. Yep. Alright, the third thing we learned – this is not a new lesson, but I think we also saw how important this was – is that you have to follow a very strict IRAC, and that this is not a time to be creative. Again, different tutors of our team, we've got published authors on our team, we've got law professors, we have all these people who are incredibly accomplished, but they all have different styles to their writing. And one of the things that we wanted to do is encourage everybody to really strip down their writing and make it very formulaic. And that is how you want to write the exam too, because the bar doesn't really care if you have a flare or a style to your writing. It makes their job more difficult. And so, you want to make sure that your answers are very formulaic.

What I think is interesting whenever you have... And you and I have done this when we've collaborated too, although now I feel like we kind of write the same. We've been working together long enough that we've morphed into the same person. But in the beginning, I remember the very first curriculum you and I wrote together. There was a point where it'd gone back and forth between us that you really couldn't tell who'd written it anymore. And there was a point where it had really become like written by this third person.

Alison Monahan: Right. Kind of like the platonic ideal of an answer.

Lee Burgess: Exactly. And I feel like once these answers that we've been working on make it to you guys, the listeners and the people who are going to review these answers to help you study, that they are going to be devoid of any kind of style, because that's not what we're looking for. It took, though, a while for us to cut out the filler words and to really make it as clean and direct as possible, because that's what your goal is when you're writing for the bar examiners.

Alison Monahan: Right. I think it's interesting when you compare the sort of platonic ideal of the sample answer versus what you get as the student sample answers in California. Those typically have a little more flare in them. They seem more like a person wrote them, which is fine. I mean, a person did write them. I remember one I read recently. The person even put a joke in, which I actually really appreciated. It was a criminal law thing and somebody was getting liability from someone else. I think it was an eggshell plaintiff. She was like, "Too bad for" whoever. That sort of thing is fine. If you make the grader laugh, that's probably good too.



And the rest of the essay was very like, "There's an eggshell plaintiff rule. This is what the rule says. This person qualifies under that rule, and therefore, defendant is the liable for everything."

Lee Burgess: Right.

Alison Monahan: It was not like, "Oh, ha, ha, ha, let me tell you some jokes." But there was one joke, which I thought was funny.

Lee Burgess: But I think that even for us – and we are all about the IRAC – that it even takes effort for all of us to be very formulaic and clean and precise.

Alison Monahan: Well, some of this too, it's like you can't let it bog down too much. There's a different way that you might do your IRAC if it's a super minor issue versus a major issue, and you can't really belabor the point of some very minor thing. You have to kind of get in and get out while you're still covering all those bases.

Lee Burgess: Yeah, exactly.

Alison Monahan: And so sometimes, we did. I'm like, "We don't need a whole paragraph on this. This is a very simple issue. They need to get in and get out. Let's revise this in it so it's a lot more efficient."

Lee Burgess: Yeah. Guys, this stuff isn't easy. That's why people have to study.

Alison Monahan: Exactly.

Lee Burgess: It's definitely not easy. Alright, fourth – we've kind of been talking about this a little bit, but you have to be incredibly precise with your language. And we really got into this with evidence. This is the one that made me think when I was thinking about all of our debate about the sample answers, is that you and I went back and forth about precise language. I think that most bar takers maybe wouldn't be down into the weeds of language.

Alison Monahan: Well, we wanted to get it right.

Lee Burgess: We wanted to get it right. But I do think there are still some valuable lessons that maybe you don't have time to dialogue about certain words that we would dialogue about. But what you do want to think about is, are you memorizing these terms of art in the correct way and are you using them in the correct way? And you should be memorizing them in the precise way that they need to be



written out. I think that that is something that was very clear to me when we were kind of parsing through this essay. I remember you sent me one paragraph and you were like, "If I add an A here, it changes the meaning. So what's the answer?" And I was kind of like, "Oh, I've never thought about whether there's an A there." But then I was thinking from a bar taker's perspective – they should just memorize that rule statement.

Alison Monahan: With or without the A.

Lee Burgess: With or without the A. You shouldn't have to debate about it like we did, because we're nerdy about that kind of stuff, but you should be memorizing precise language. I think that that often times gets lost in this idea of kind of minimum competency.

Alison Monahan: Right, like, "I'll just get close."

Lee Burgess: "I'll just get close." And the thing is, for me, I think minimum competency means you know the big sweeping things, but the stuff that you're likely to see on the test, you've got to know cold. This terminology that sometimes is very word-specific needs to be known cold, so you have to memorize it that way.

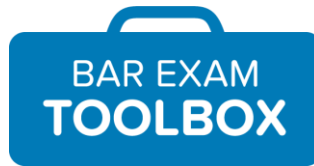
Alison Monahan: Right. And I think it also goes to precise thinking. Evidence is a great example. A lot of people have trouble around hearsay, and part of that I think is they literally don't think about the definition. Actually, it is an out-of-court statement of the declarant submitted for the truth of the matter asserted. It has several parts. You have to think through each one.

Lee Burgess: Right.

Alison Monahan: So you need to know that rule. You need to understand what it means, but then you just have to kind of go through it. And a lot of times where this confusion comes up in the evidence is like something's actually not hearsay, because it's not being submitted for the truth of the matter asserted. And that's a slightly separate discussion. But if you don't have that level of precision and you also can't say, hearsay, non-hearsay, it's like, "What does that even mean? That does not make sense."

Lee Burgess: It's possible we had this conversation the other week.

Alison Monahan: Yeah. You need to have different words to explain what you're saying because it is important to be clear. And it actually makes your life easier because if you just



have this clarity of, "Oh, okay, my first analysis is, is this an out of court statement? Yes or no? Okay. Is it submitted for the truth of the matter asserted? Yes or no?" Then you know which path you go down and you can be very clear about your logic. But that's what they're looking for.

Lee Burgess: I also think when you're thinking about being precise like that, it makes the rules just make more sense if you memorize them that way, because then I can remember, "Oh, state of mind. It doesn't really matter if the statement was true, if I heard it and it goes to my state of mind, or if it was the effect on the listener and it only mattered that I heard it. It didn't matter."

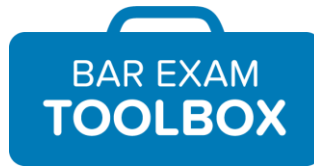
Alison Monahan: Yeah. I mean, some of this is just really thinking carefully about the facts and what they mean and the implications, like, "Why are we thinking that this piece of evidence matters? Does it matter that the guy believed it, or does it matter that the person who he said it to thought it was a reasonable statement and they believed it?" If you're just caught up in the rule itself, you might be like, "I don't know. It doesn't make any sense." Just think about it precisely and write down exactly what your logic is.

Lee Burgess: Right. And even when you go into hearsay when something is being offered for the truth, if you think about it and say to yourself, "Okay, well, the whole concern about hearsay is reliability, so why are some of these exceptions deemed to be reliable? It's excited utterance. It's because I'm under the stress of the moment. I'm not going to be able to construct..."

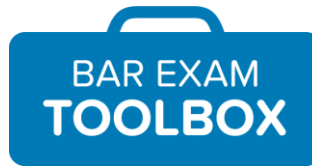
Alison Monahan: Make something up. I don't have time to make something up.

Lee Burgess: Right. I don't have time. Or present sense impression, or a dying declaration. While somebody thinks they're dying, why is it more likely that they're going to say something true than than if they didn't think they were dying? So I think that by learning the structure and the precision about how all of these rules fit together, they also just start to make more sense.

Alison Monahan: Right. And I think the precision comes back too. If you're in California for example, you need to know the exceptions in California, the differences. There are slight differences between the evidence rules in California or how you talk about them. Whether they're different or not different is a separate discussion, but versus the federal rules. And so, if the question asks you to answer based on California and federal, or one or the other, you need to have in your head that level of precision of which is which, so you know what to talk about.



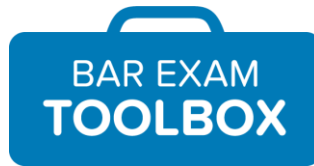
- Lee Burgess: Right, because present sense impression is a spontaneous... No, no, no, excited utterance is a spontaneous statement, I think.
- Alison Monahan: Yeah, so there are things that are very similar. Same, same, but different.
- Lee Burgess: Right. And sometimes the terminology around some of these relevance rules and things like that, again, are slightly different. And when things are slightly different, I think there's always that additional challenge of if they're going to test on that difference, it's got to be precise.
- Alison Monahan: Right, and it's also just an easy way to pick up points. If you just kind of have a chart of the key differences and California's in red and the federal rules are in black and you memorize that, then when you get this question, you're like, "Okay, that was the red column, this is the black column. Let me write that down and get some easy points."
- Lee Burgess: Yep.
- Alison Monahan: Because a lot of people are just not going to remember that. I know I certainly didn't. Let's face it. I was definitely not familiar with the California exceptions to the rules of evidence. Let's be honest.
- Lee Burgess: Alright. Well, our fifth that thing shouldn't be a surprise to anyone who listens to this podcast, but we saw it play out on our own team, is how critical feedback is. I think these model answers went through multiple rounds of review, and it was interesting how we saw different things in each round and different people were able to highlight different things for us, and we had to go back and rework them. And by collaborating and working together, we really started to see what our weaknesses were in some of these sample answers, and then we worked together to fix them. I think that as a student, whether you work with a tutor on my team, whether or not you are getting feedback from your bar review provider – which may or may not be very extensive, whether you're getting feedback from your friends...
- Alison Monahan: Or your school.
- Lee Burgess: ...or your school. Whoever you're working with, you want to have somebody else evaluate your work and give you thoughts on it, because even the brilliant people who work for us had to sometimes take our feedback and say, "Oh yeah."



- Alison Monahan: "Oh yeah, that could be stronger." And I want to put a plug here in for the rewrite.
- Lee Burgess: Oh yes.
- Alison Monahan: Because I think sometimes people write an answer or they get feedback, they kind of look at the answer or feedback, and then they put it aside. But the real value here is digging in and rewriting sections of your answer that were not as great as they could be, because that's kind of where the magic happens. If we had just had someone draft it, read it, sent them some feedback and then they did nothing, then these answers would not really have improved.
- Lee Burgess: Right.
- Alison Monahan: I think you can apply that to your own process, even if you're doing self-feedback. Say that you're comparing your answer either to something like this or to the California model answers or... I mean, the MEE questions, there's things that can be pretty tough, so not so great there. But wherever you get a model, you can say, "Oh, this section looks pretty close but this other section, my structure wasn't that great" or, "I missed some issues." Just rewrite it, and then the next time you see a similar issue you're going to do a much, much better job.
- Lee Burgess: Yeah. I think we have some good blog posts on how to evaluate using the MEE score sheets, so we'll make sure we link to those in the show notes.
- Alison Monahan: Yeah. I mean, it's not as easy as just kind of looking at an answer.
- Lee Burgess: No, because they're just giving you the case names. I mean, nobody has the answer. They don't expect you to have them. It's just so frustrating when you're like, "Oh, well, thanks to *US v. Jones*, but that's not going to get me any closer to what I need to know."
- Alison Monahan: Well, I will say the other thing after doing this is you understand why the bar does not release its own sample answers.
- Lee Burgess: Oh yeah, because they would never want to go through this process.
- Alison Monahan: It's actually kind of fascinating, because I realize now they probably don't even have a sample answer.



- Lee Burgess: No, they don't.
- Alison Monahan: Yeah, they just have a score sheet.
- Lee Burgess: They do this calibration where they all sit around together in California and they kind of come up with a model answer, but they don't do it under timed conditions. And yeah, it's this kind of team effort to create what is the most correct answer. But no, nobody's writing a sample answer.
- Alison Monahan: No. The bar in California just releases what they consider the best two student answers. Some of them are great, some of them are not so great. Some years you're like, "Wow, nobody did a very good answer to this question."
- Lee Burgess: If this is it.
- Alison Monahan: If this is it, like, "Wow, okay." But it is actually a very difficult exercise that, again, I don't think we really totally comprehended when we started this. We were like, "Oh, it'd be useful to have some answers. We'll just throw it out there to the tutors and turn this around in like a week." Didn't happen.
- Lee Burgess: Yeah, like a month into this project. Yeah.
- Alison Monahan: But they're looking really good now.
- Lee Burgess: They are looking really good. And I think that if you do end up interacting with these sample answers after listening to this podcast, I think one of the things you can take away is that we tried to make them as standardized as possible, but it's really what you do with these sample answers, I think, which is where the magic happens. You do that evaluation where you compare your answer to them. What was in? What was out? What language did we use that you didn't use? Was there more precision in our answer than yours?
- Alison Monahan: Well, and sometimes people, if you do read these, you may well come up with ideas or thoughts that we didn't see and you might write in and be like, "Hey, I think you guys left out this issue."
- Lee Burgess: That's cool.
- Alison Monahan: Totally possible.



- Lee Burgess: Yeah. I mean, we're only human. They're living and breathing documents at this point, even once they become PDFs.
- Alison Monahan: Right.
- Lee Burgess: But I do think that it is important to just try and really learn from them and see what we were trying to do is present you with what we think is a reasonable answer for both the California essays and the MEE, because we just don't feel like the model answers in California and the score sheets in the UBE are really giving you a reasonable answer.
- Alison Monahan: Yeah. I just think it's helpful to have some sort of model of what you would be aspiring to in a perfect world, but understanding you're not going to get all of this, because no one could. Not in that time.
- Lee Burgess: Not in that time. I mean, these have been rehashed by us. They've gone through multiple rounds of editing. So anyway, what I think we want you to take away is to feel that this is not as easy as even we thought it was.
- Alison Monahan: Well, and the other thing, too, on that point, which I've talked to a number of people who failed recently, and one of the things a lot of them say, and this I think is particularly, particularly an issue for people who went to higher ranked law schools, and I probably did this too, is they don't write the answer. They just outline it.
- Lee Burgess: Oh yeah.
- Alison Monahan: And they think, "Oh, I'm a good writer. I've always been good at school. I went to a great law school. Oh, I don't need to practice writing. As long as I can learn the law, identify the issues, I'll be cool with the writing." That is a terrible decision.
- Lee Burgess: It is a terrible decision.
- Alison Monahan: Do not do that.
- Lee Burgess: Yep. Yeah. You have to write it out.
- Alison Monahan: You have to write it out, because it's way harder than you think it is.



Lee Burgess: Yeah. Even bar tutors who do this for a living thought it was harder than they think it is. And if anyone tells you it isn't hard, then they're just...

Alison Monahan: They're lying. That's not true.

Lee Burgess: They're lying.

Alison Monahan: It is a very difficult exercise.

Lee Burgess: It is a very difficult exercise.

Alison Monahan: But you can learn to do it.

Lee Burgess: Yep. Alright, with that, we're out of time. I want to take a second to remind you to check out our [blog](#) at BarExamToolbox.com, which is full of helpful tips to help you prepare and stay sane as you study for the bar exam. You can also find information on our website about our courses, tools, and one-on-one tutoring programs to support you as you study for the UBE or California bar exam. That's where you'll find all the information about our new and improved Writing of the Week program.

If you enjoyed this episode of The Bar Exam Toolbox podcast, please take a second to leave a review and rating on your favorite listening app. We'd really appreciate it. And be sure to subscribe so you don't miss anything. If you are still in law school, you might also like to check out our popular [Law School Toolbox podcast](#) as well. If you have any questions or comments, please don't hesitate to reach out to myself or Alison at lee@barexamtoolbox.com or alison@barexamtoolbox.com. Or you can always contact us via our website [contact form](#) at BarExamToolbox.com. Thanks for listening, and we'll talk soon!

RESOURCES:

[Writing of the Week \(WOW\) Bar Essay Workshop](#)
[BarEssays.com](#)

[National Conference of Bar Examiners Study Aids](#)

[Podcast Episode 51: Making the Most of Your Bar Exam Practice](#)

[Podcast Episode 67: Developing Attack Plans for the Bar Exam](#)

[Bar Exam Toolbox blog: How to Use MPT Point Sheets and Sample Answers to Prepare for the Bar Exam](#)

[Bar Exam Toolbox blog: How to Use NCBE Information to Prepare for the Bar Exam](#)