Re-do's and Re-takes: Rationale, Myth-Busting, and Practicalities

For further conversation about any of these topics:

Rick Wormeli
rwormeli@cox.net
703-620-2447
Herndon, Virginia, USA
(Eastern Standard Time Zone)
@RickWormeli2 (Twitter)
www.rickwormeli.com

Create moral imperative.

"Is my purpose to **select** talent or **develop** it?…If your purpose as an educator is to select talent, then you must work to maximize the differences among students. In other words, on any measure of learning, you must try to achieve the greatest possible variation in students' scores …Unfortunately for students, the best means of maximizing differences in learning is poor teaching. Nothing does it better."

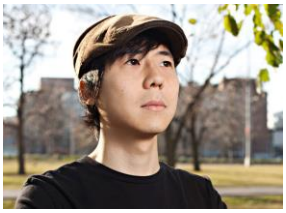
-- Thomas R. Guskey, *Education Leadership*, ASCD, November 2011, Pages 16-21

"If, on the other hand, your purpose as an educator is to develop talent, then you…clarify what you want students to learn and be able to do. Then you do everything possible to ensure that all students learn those things well. If you succeed, there should be little or no variation in measures of student learning. All students are likely to attain high scores on measures of achievement, and all might receive high grades.

-- Thomas R. Guskey, *Education Leadership*, ASCD, November 2011, Pages 16-21

Time is a variable, not an absolute.

"Nobody knows ahead of time how long it takes anyone to learn anything."



Dr. Yung Tae Kim, "Dr. Tae," Physics Professor, Skateboarding Champion

It's what students carry forward, not what they demonstrated during the unit of learning, that is most indicative of true proficiency.

We can learn without grades, we can't learn without descriptive feedback.

What are you supposed to be learning,

…and where are you in relation to that goal?

Dr. Dylan Wiliam
Video on Feedback

Video: www.youtube.com/watch?v=MzDuiqaGqAY
www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html

Feedback vs Assessment

Feedback: Holding up a mirror to students, showing them what they did and comparing it what they should have done – There's no evaluative component!

Assessment: Gathering data *so we can make a decision*

Greatest Impact on Student Success:

Formative feedback

Two Ways to Begin Using
Descriptive Feedback:

- "Point and Describe"
  (from ***Teaching with Love & Logic,*** **Jim Fay, David Funk)**
- "Goal, Status, and Plan for the Goal"
  1. **Identify the objective/goal/standard/outcome**
  2. **Identify where the student is in relation to the goal (Status)**
  3. **Identify what needs to happen in order to close the gap**

When providing descriptive feedback that builds perseverance,

…comment on decisions made and their impact, NOT quality of work.

Effective Protocol for Data Analysis
and Descriptive Feeddback found in many Schools:

Here's What, So What, Now What

1. Here's What: *(data, factual statements, no commentary)*
2. So What: *(Interpretation of data, what patterns/insights do we perceive, what does the data say to us?)*
3. Now What: *(Plan of action, including new questions, next steps)*

Item	Topic or Proficiency	Right	Wrong	Simple Mistake?	Really Don't Understand
1	**Dividing fractions**		✓		✓
2	**Dividing Fractions**		✓		✓
3	**Multiplying Fractions**		✓	✓	
4	**Multiplying fractions**	✓			
5	**Reducing to Smplst trms**	✓			
6	**Reducing to Smplst trms**	✓			
7	**Reciprocals**	✓			
8	**Reciprocals**		✓	✓	
9	**Reciprocals**		✓	✓	

Date

Mr./Mrs./Miss _____,

I understand….

I need assistance in….

I suggestion the following four steps for me to take in order to learn these content and skills:

Sincerely,

_____

Teacher Action	Result on Student Achievement
Just telling students # correct and incorrect	Negative influence on achievement
Clarifying the scoring criteria	Increase of 16 percentile points
Providing explanations as to why their responses are correct or incorrect	Increase of 20 percentile points
Asking students to continue responding to an assessment until they correctly answer the items	Increase of 20 percentile points
Graphically portraying student achievement	Increase of 26 percentile points

-- Marzano, CAGTW, pgs 5-6

A child is attempting to ride a bicycle, and the bike falls over. Another child, learning to walk, loses her balance and lands on her bottom. A baby's green peas slide off his spoon as he moves it toward his mouth. How do their parents respond? Good parents don't say, "You fail, you're not able to meet bicycling standards," "I'll develop a rubric for walking without falling," or, "We need a Common Core curriculum to help you keep your food in your spoon." ….[They] simply say, "Try again."

- Richard L. Curwin, *Education Leadership*, ASCD, September 2014, p.38

Students should be allowed to re-do assessments until they achieve acceptable mastery, and they should be given full credit for having achieved such.

Perspective that Changes our Thinking:

A 'D' is a coward's 'F.' The student failed, but you didn't have enough guts to tell him."

-- Doug Reeves

- **A**
- **B**
- **C**
- **I, IP, NE, or NTY**

Once we cross over into D and F(E) zones, does it really matter? We'll do the same two things: Personally investigate and take corrective action

If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:

- This assignment had no legitimate educational value.
- It's okay if you don't do this work.
- It's okay if you don't learn this content or skill.

None of these is acceptable to the highly accomplished, professional educator.

If an "F" on a project really motivated students to work harder and achieve, retention rates would have dropped by now. They haven't; they've increased. We need to do something more than repeatedly document failure.

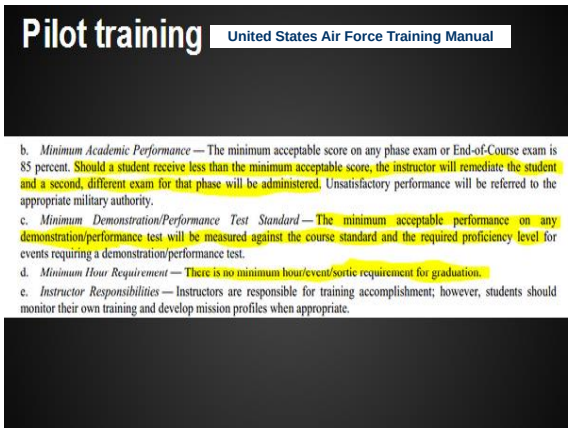
Recovering in full from a failure teaches more than being labeled for failure ever could teach.

It's a false assumption that giving a student an "F" or wagging an admonishing finger from afar builds moral fiber, self-discipline, competence, and integrity.

Re-Do's & Re-Takes: Are They Okay?

More than "okay!" After 10,000 tries, here's a working light bulb. 'Any questions?

Thomas Edison



Quotes for the Classroom, Mindsets for Teaching:

"The fellow who never makes a mistake takes his orders from one who does."
-- Herbert Prochnow

"I have learned throughout my life as a composer chiefly through my mistakes and pursuits of false assumptions, not my exposure to founts of wisdom and knowledge." -- Igor Stravinsky

"An expert is a man who has made all the mistakes which can be made, in a narrow field." -- Neils Bohr

F.A.I.L.

First Attempt in Learning

From Youtube.com:

Dr. Tae Skateboarding
(Ted Talk)

http://www.youtube.com/watch?v=lHfo17ikSpY

Helpful Procedures and Policies for Re-Do's and Re-Takes

- **Always, "…at teacher discretion."**
- **Don't hide behind the factory model of schooling that perpetuates curriculum by age, perfect mastery on everyone's part by a particular calendar date.**
- **As appropriate, students write letters explaining what was different between the first and subsequent attempts, and what they learned about themselves as learners.**
- **Re-do's and re-takes must be within reason, and teachers decide what's reasonable.**

- **Identify a day by which time this will be accomplished or the grade is permanent, which, of course, may be adjusted at any point by the teacher.**
- **With the student, create a calendar of completion that will help them accomplish the re-do. If student doesn't follow through on the learning plan, he writes letters of apology. There must be re-learning, or learning for the first time, before the re-assessing.**
- **Require the student to submit original version with the re-done version so you and he can keep track of his development.**
- **If a student is repeatedly asking for re-doing work, something's up. Investigate your approach and the child's situation.**

- **C, B, and B+ students get to re-do just as much as D and F students do. Do not stand in the way of a child seeking excellence.**
- **If report cards are due and there's not time to re-teach before re-assessing, record the lower grade, then work with the student in the next marking period, and if he presents new evidence of proficiency, submit a grade-change report form, changing the grade on the transcript from the previous marking period.**
- **Reserve the right to give alternative versions and ask follow-up questions to see if they've really mastered the material.**
- **Require parents to sign the original attempt.**

- **It's okay to let students, "bank," sections of the assessment/assignment that are done well.**
- **No-re-do's the last week of the grading period.**
- **Replace the previous grade with the new one, do NOT average them together.**
- **Sometimes the greater gift is to deny the option.**
- **Choose your battles. Push for re-doing the material that is transformative, leveraging, fundamental.**

Grading Late Work

- One whole letter grade down for each day late is punitive. It does not teach students, and it removes hope.
- A few points off for each day late is instructive; there's hope.
- Yes, the world beyond school ***is*** like this.

Helpful Consideration for Dealing with Student's Late Work:

Is it chronic….

…or is it occasional?

We respond differently, depending on which one it is.

"They don't do re-learning and re-assessments later at the high school level or in universities, so we shouldn't do them here in middle or elementary levels."

Let me get this straight…

Stenhouse PUBLISHERS
Professional Resources by Teachers for Teachers
www.stenhouse.com

Check out the FREE Website for Perspective and Practicality on Assessment and Grading Issues!

www.stenhouse.com/fiae

1. Two new, substantial study guides for *Fair Isn't Always Equal*
2. Q&A's - abbreviated versions of correspondence with teachers and administrators
3. Video and audio podcasts on assessment and grading issues
4. Testimonials from educators
5. Articles that support the book's main themes

EL EDUCATIONAL LEADERSHIP

Also, check out
ASCD's *Education Leadership*
November 2011 issue
Vol. 69, Number 3
Theme: Effective Grading Practices
Single Issue: $7.00, 1-800-933-2723
www.ascd.org

Among the articles:

- Susan M. Brookhart on starting the conversation about the purpose of grades
- Rick Wormeli on how to make redos and retakes work
- Thomas R. Guskey on overcoming obstacles to grading reform
- Robert Marzano on making the most of standards-based grading
- Ken O'Connor and Rick Wormeli on characteristics of effective grading
- Cathy Vatterott on breaking the homework grading addiction
- Alfie Kohn on why we should end grading instead of trying to improve it

Response to a parent of an AP student when his teachers started doing re-assessments for full credit in their AP classes:

http://www.stenhouse.com/html/fiae-grading.htm

http://www.adams12.org/files/learning_services/Wormeli_Response.pdf

Principal's Blog as he worked with faculty on Re-do's and SBG:

http://blog.stenhouse.com/archives/2013/03/21/profiles-of-effective-pd-initiatives-owen-j-roberts-middle-school/

Former AP Teacher,
now Building Administrator,
Reed Gillespie

Responses to Re-Do Concerns:

http://www.reedgillespie.blogspot.com/2013/04/redos-and-retakes.html

12 Practical Steps to Conducting Re-do's:

http://www.reedgillespie.blogspot.com/2013/04/12-steps-to-creating-successful-redo.html

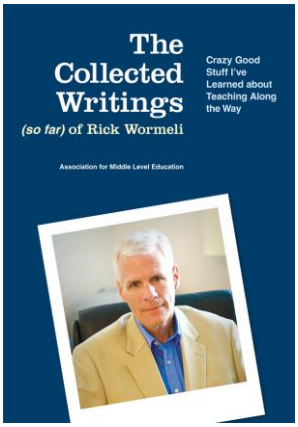
Particularly Helpful: The Work of High School Teacher, now District Leader, Matt Townsley

"What is the Difference between Standards-Based Grading (or Reporting) and Competency-Based Education?"

http://www.competencyworks.org/analysis/what-is-the-difference-between-standards-based-grading/

And,

www.sbgvideos.org



Great Books on Feedback, Assessment, and Grading:

- ***Grading from the Inside Out (Schimmer)***
- ***Hacking Assessment (Sackstein)***
- ***Elements of Grading*** **(Reeves)**
- ***How to Give Feedback to Your Students*** **(Brookhart)**
- ***Balanced Assessment, From Formative to Summative*** **(Burke)**
- ***Grading Smarter, Not Harder*** **(Dueck)**
- ***Grading*** **(Brookhart)**
- ***How to Grade for Learning*** **(O'Connor)**
- ***A Repair Kit for Grading: 15 Fixes for Broken Grades*** **(O'Connor)**
- ***Fair Isn't Always Equal*** **(Wormeli)**

- ***Checking for Understanding: Formative Assessment Techniques for your Classroom (*** **Fisher and Frey)**
- ***Transforming Classroom Grading*** **(Marzano)**
- ***Classroom Assessment and Grading that Work*** **(Marzano)**
- ***How to Assess Higher-Order Thinking Skills in your Classroom*** **(Brookhart)**
- ***Grading Exceptional and Struggling Students: RTI, ELL, IEP*** **(Guskey, Jung)**
- ***On Your Mark: Challenging the Conventions of Grading and Reporting*** **(Guskey)**

Three particularly helpful books I just read and I highly recommend:

- Keeley, Page. *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning,* Corwin Press, NSTA Press, 2008
- Brookhart, Susan. *How to Assess Higher-Order Thinking Skills in your Classroom*, ASCD, 2010
- *Alternatives to Grading Student Writing*, Stephen Tchudi, Editor, NCTE, 1997