

Planning for Retakes

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Wormeli (2011) writes about teachers who do not offer students the opportunity to redo course work or retake tests because these teachers believe this practice prepares students for the real world. However, Wormeli points out that not allowing students the opportunity to improve or not requiring them to redo their work ensures the student will not truly learn the content, which is the ultimate goal. *“Applying expectations for a high level of competency to students who are in the process of coming to know content is counterproductive, even harmful”* (Wormeli, p. 23, 2011).

Wormeli (2011) gives examples of tests such as the driving tests, the bar exam, nursing exams, the SAT, and the Praxis which are adult-level assessments in the real world. People’s well being depends on these assessments. Yet adults are allowed to take these tests over and over, for full credit, until successfully displaying their sufficient knowledge of the content. If the best preparation for ‘real life’ is learning essential skills and content, then we need to allow for and require that our students redo work or retake assessments until they have learned the content.

I believe teachers should provide constructive feedback, allow time for practice and reflection, and then revision. I will build redos and retakes into my curriculum plan, and clearly communicate that they are given at the teacher’s discretion. It is also important to communicate the logic behind offering redos and retakes. I will have my students make a case to me, as a class, as to why they believe they should be offered the opportunity for redos and retakes. No matter what the reason is for the unsatisfactory grade, it is our job as educators to ensure that the student has learned the content. Therefore, I will require redos and retakes which will provide students

with the opportunity and time to grasp new concepts, build a learning platform, and process the information in order for them to fully present their learning.

References

Wormeli, R. (2011). Redos and retakes done right. *Educational Leadership*, 69(3), 22-26.