

14 Tips to Doing Rewrites, Redos, and Reassessments the Right Way

In Rick Wormeli's article [Redos and Retakes Done Right](#), he states "allowing students to redo assignments and assessments is the best way to prepare them for adult life."

According to Wormeli, many teachers feel that denying students opportunities to show their full potential after providing substantial results builds 'moral fibre'. These teachers have the mindset that there should be rigid deadlines for assignments and that marks should be taken off for late submissions, and even give zeroes in some situations. Wormeli counters by claiming that "these practices have the opposite effect: They retard student achievement and maturation."

In Kenaston School, specifically in math and the senior sciences, students have the opportunity to redo assessments in 2011-2012. Teachers have taken Wormeli's guidelines into consideration, applying some of his recommendations. Kenaston teachers advise that by incorporating Wormeli's ideas into practice, teachers can make redos fair for both the student and teacher.

The following suggestions are a starting place for those interested in offering reassessment opportunities for students in their classrooms:

1. Make students aware about what they are doing different. Wormeli suggests the student submit the original, the redo, and some composition that compares the two.
2. Recognize that you, as the teacher, have the right to alter the redo, especially if you are concerned about the student memorizing answers or a specific pattern/sequence. Do not be afraid to make the redo more demanding.
3. Announce to students and parents that redos are permitted at the teacher's discretion. This should restrict those students and parents who would normally take advantage of the opportunity.
4. Require students to create a plan for relearning and provide evidence of the relearning before the redo. This can come in various forms including a day-to-day calendar of what they will do to prepare.
5. If a student does not follow through on the relearning promises/plans they have made, ask them to write a letter of apology to you and their family for breaking the trust.
6. Require the parents to sign the original and the poorly done versions of the assignments to make them aware that their children have had multiple



attempts to achieve the outcome. Use this tip with caution if there is neglect or abuse in the home.

7. After multiple redo attempts, and the outcome is not reached, take a break. Let it sit for a few weeks and revisit the outcome.
8. If the student is constantly asking for redos then you should investigate. Perhaps the content is not developmentally appropriate, there are issues at home, or there is an undiagnosed learning disability.
9. Fight your battles. Push hard for students to redo the very big ideas/outcomes, and let some of the less focused on outcomes slide.
10. Be fair. Allow students at all levels the same number of attempts to reach the outcome. Why get in the way of a student achieving excellence whether they have a D or a B?
11. Even if a redo is not completed prior to a reporting period, assure the student will have a chance to improve their mark and resubmit their grade once the outcome is reached.
12. Keep your sanity. If you are under pressure to get your marks in, put off all redo opportunities until after the reporting period is done. The marks can be changed later.
13. Replace the previous grade with the new grade. That is, do not average the two marks together. A student that has achieved mastery on the fifth attempt has proved themselves as much as one who got there on the first attempt.
14. Allow the student to redo the parts of the assessment that they did poorly on. That is, section the assessment into the standards/topics that are covered and record a mark for each section instead of the overall assessment.

In Kenaston, teachers have been focusing mostly on Tip #14. In the sciences and maths, exams are sectioned into the topics that get covered in that particular unit. Then teachers provide a mark for that topic. If a student is not happy with the result on a particular section after exams are returned, they may choose to rewrite that portion. Some of Wormeli's other tips are taken into consideration in order to make the redo fair and "done right".

CAUTION:

Developing a consistent and fair approach to re-assessment is extremely important in order to **minimize** opportunities for students to take advantage of the opportunity! You may wish to develop this with your Administrator to ensure fairness and to reduce potential problems.

To learn more about Rick Wormeli and his take on redos and lates, check out the following videos:

- [Rewrites, Redos, and Do-Overs: Part 1](#)
- [Rewrites, Redos, and Do-Overs: Part 2](#)
- [Late Work](#)

