

# The Effects of Using a Retake Ticket in the Ninth Grade Science Classroom

Katie Goodwin

Mount Mansfield Union High School

Jericho, Vermont



## Background

- The state of Vermont recently adopted Proficiency-Based Graduation Requirements (PBGR's).
- In order to allow students to demonstrate this proficiency, many teachers are using retakes and revisions.
- Retakes involve time and effort on the part of both students and teachers, and students were not always showing improvement.
- In my action research project, I will examine the use of a retake ticket. The retake ticket is a form that students will submit prior to taking a retake. The goal of the ticket will be to have students reflect on their first performance and identify the steps they need to take to be successful on a retake.

## Research Questions

**Does the use of a retake ticket help students make the most of their opportunities to retake and revise assessments?**

**How do retake tickets affect student learning?**

**How is student attitude and motivation to do retakes affected by retake tickets?**

**How does the use of a retake ticket affect my teaching?**

## Treatment

- The action research involved three classes of 9th grade earth science.
- During the first three units of the year, students were allowed to retake assessments. They were asked to correct their original assessment prior to taking a retake.
- During the next three units, students were asked to complete a retake ticket prior to completing a retake. In addition to correcting their original assessment, students were required to reflect on their performance and plan for improvement.

## Conclusions

Overall, the use of a retake ticket did not show improvement in student learning and there were not clear trends of increasing student motivation. Student attitudes varied widely and many students seemed impartial to its use. While these results may suggest that the retake ticket failed in its goal, individual effort scores show that self-reflection may improve relearning. Moving forward, I am interested to see if I can improve the effectiveness of the retake ticket by making changes in the implementation. Most notably:

- In the future I plan to dedicate class time to modeling what a good retake ticket looks like to make sure students understand how to self-reflect on their original performance.
- I also will require students to complete the retake ticket during our call-back period so that I can give immediate feedback on their process.

## Results

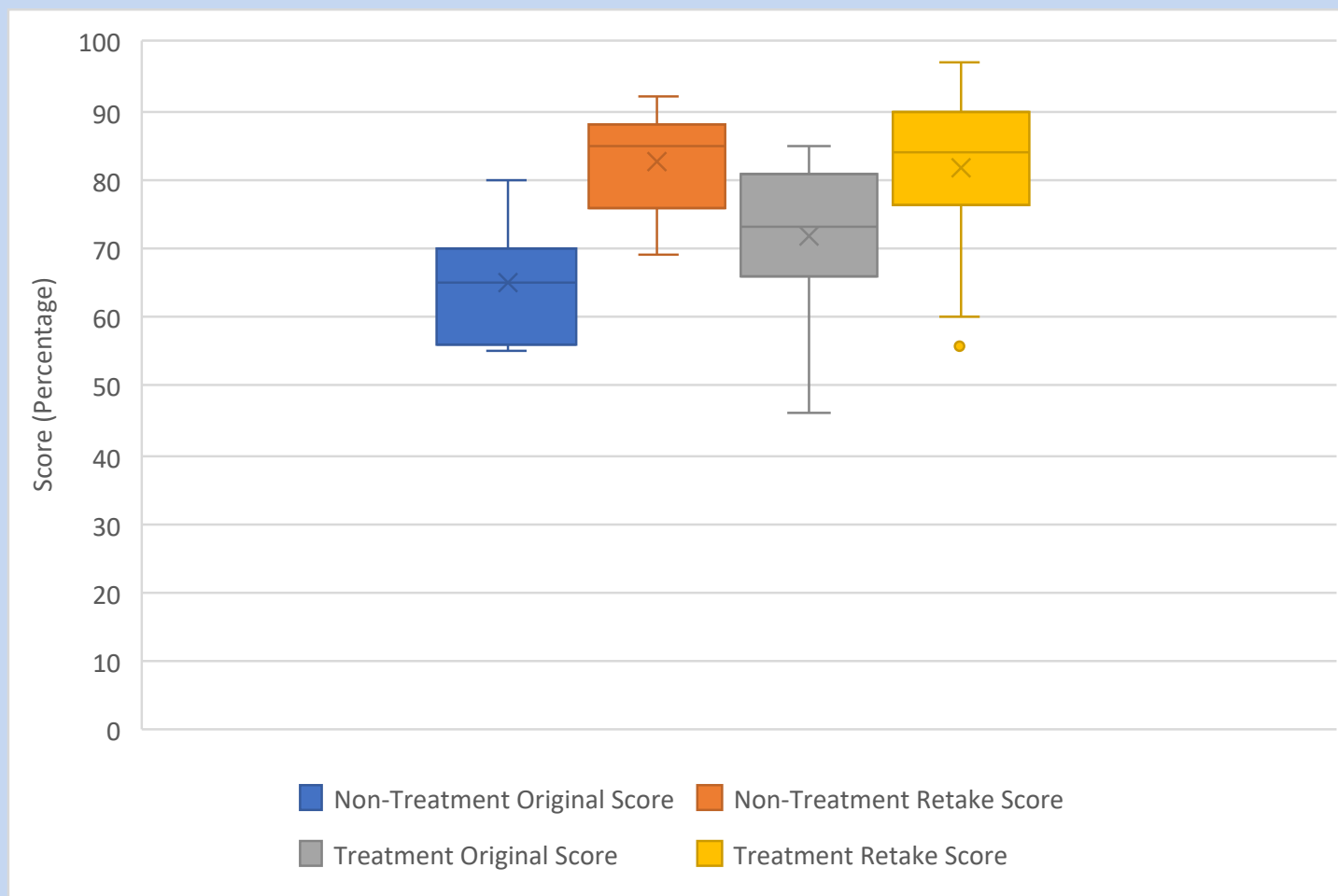


Figure 1. Score distributions for non-treatment assessments and retakes (N=11) compared to treatment assessments and retakes (N=25).

**Student Learning:** Overall, data showed a slight decrease in student learning on retakes during the treatment period. While the average retake score was very similar for both groups, the non-treatment group showed greater learning gains. During the non-treatment period, the average score on retakes was 82.5% compared to the original average score of 65.1% (N=11). For the treatment period, the average score on retakes was 81.6% compared to the original average score of 72.0% (N=25).

**Student Motivation:** Overall, more students completed retakes during the treatment period than the non-treatment period, suggesting that the retake ticket did not discourage students from accessing retakes. Twenty-five students completed retakes during the treatment period, while only 11 students completed retakes during the non-treatment period. The students completing retakes at each level of achievement varied, however, as seen in Figure 2.

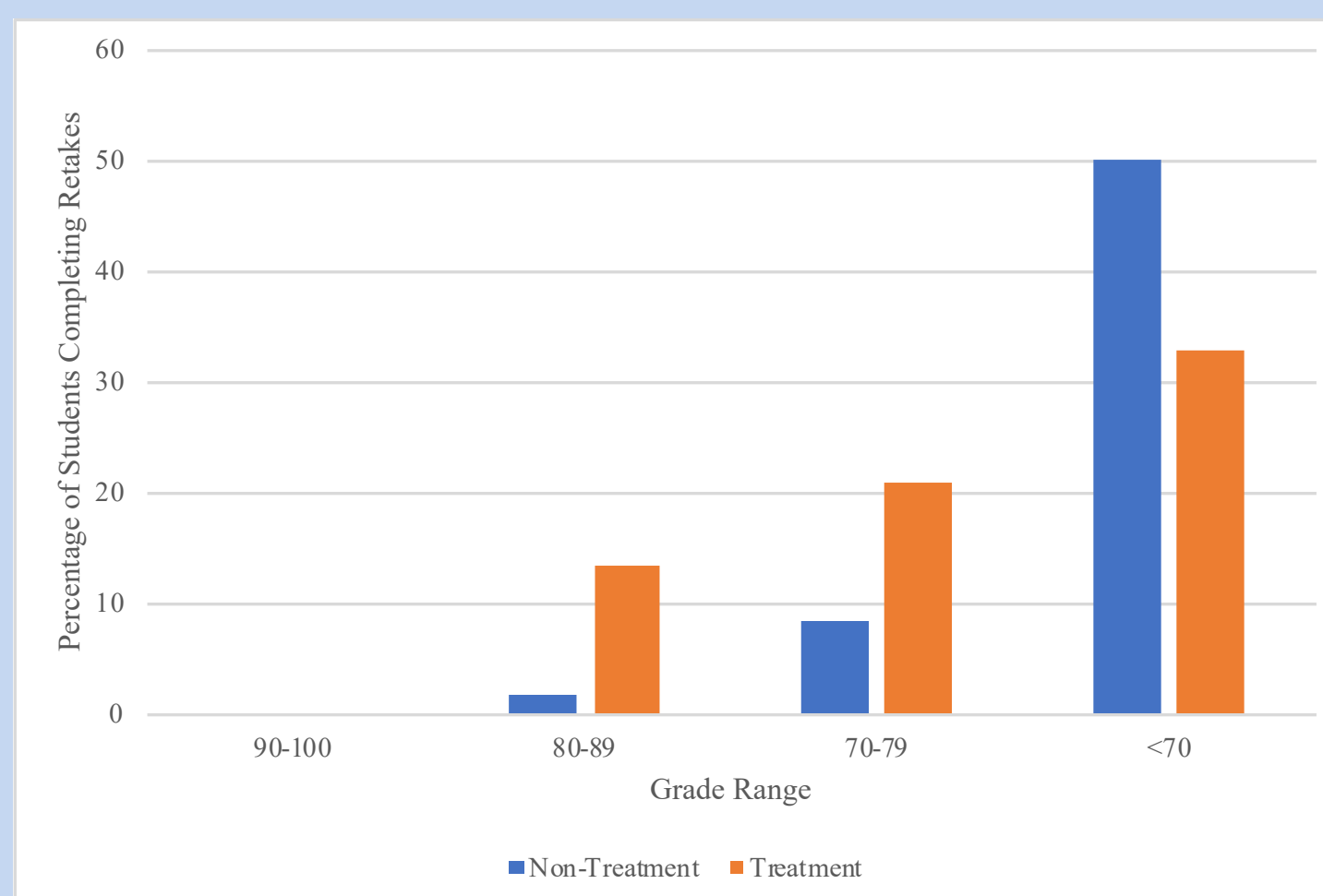


Figure 2. The percentage of students completing retakes during the non-treatment (N=11) and treatment (N=25) periods by grade range.

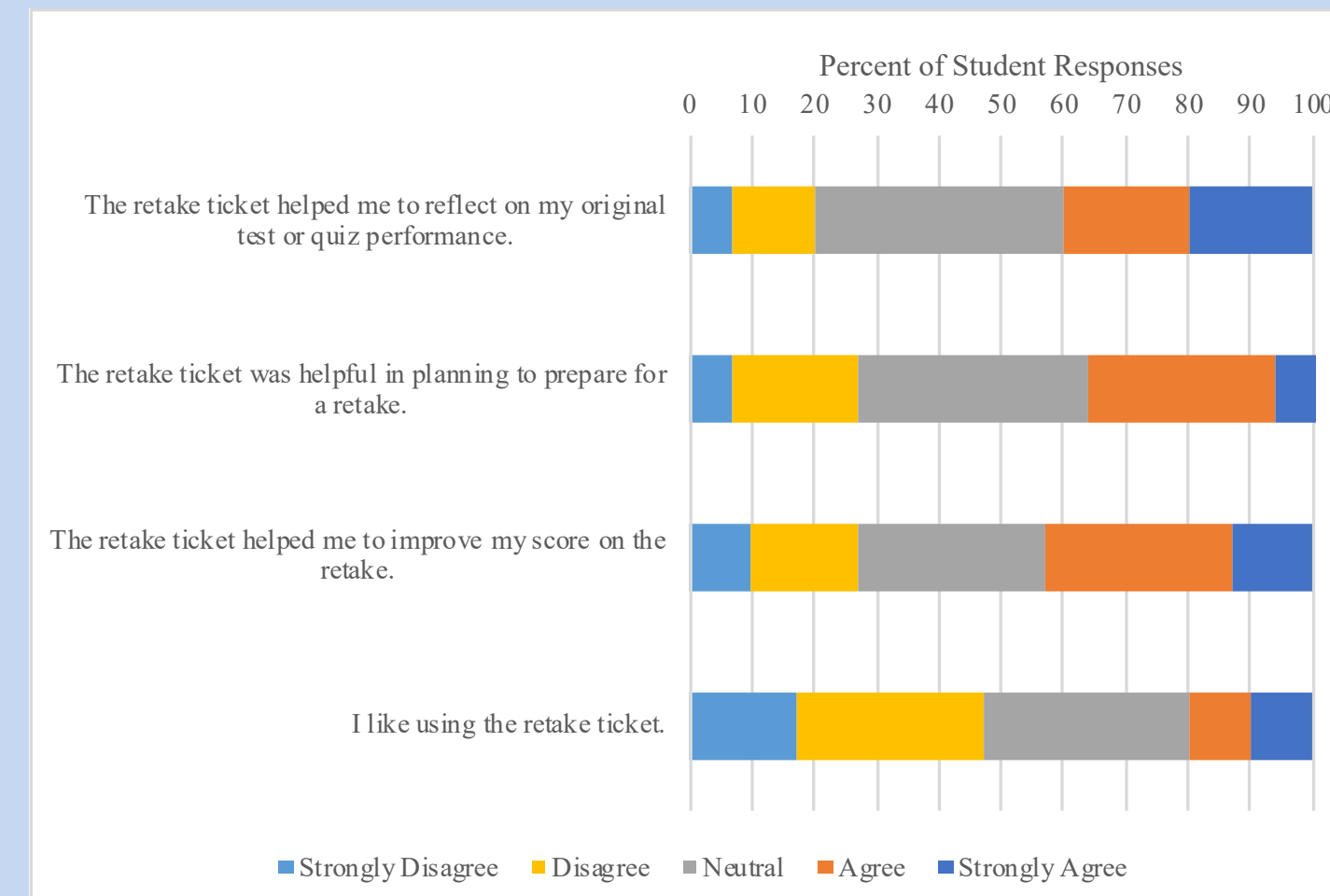


Figure 3. Post-treatment (N=30) survey responses reflecting student attitudes towards the retake ticket.

**Student Attitude:** Students responded most favorably to the statement "The retake ticket helped me improve my score on the retake." To this statement, 13% of students responded "strongly agree" and 30% of students responded "agree." Students responded the most negatively to the statement "I like using the retake ticket." Seventeen percent of students strongly disagreed with this statement, while 30% disagreed (Figure 3). Overall, the majority of students responded "neutral" in reference to statements about the retake ticket.

## Value

For the past three years, I have made changes to the way in which I implement retakes and I plan to continue to make changes in the future to find the most effective way forward for both the students and teacher. This study has reinforced the importance of using data and student input in deciding what works in my classroom.