

Formal Test Corrections Guidelines

Mrs. Kincaid Dewey

Everyone here at MMSTC has different policies for test corrections. Keep Mrs. Dewey's Formal Test Corrections Guidelines and refer to it BEFORE you decide to do test corrections, WHILE you are doing test corrections and REVIEW BEFORE you turn in test corrections.

You may earn up to half of your points back on your chapter test, with a six (6) percentage point maximum.

Procedure

1. On a separate sheet of paper, NEATLY rewrite the original problem. If the original problem is very long (i.e. a paragraph), write the intro and the question you need to answer. **I NEED TO KNOW WHAT QUESTION YOU ARE ANSWERING!**
2. **Show the correct solution, with ALL of the correct work.** ALL problems not receiving full credit on the original test **MUST** be corrected.
3. WIL – What I Learned. **This section is what will determine the amount of points earned back.** Tell me how your understanding of the content has changed. Write what you learned about the math content in the problem you corrected. You need to be specific about the MATH involved in the correct solution. *Note: I wrote the test, so I know what the correct answer is and how to solve for it; I want to know **what you learned so you won't make the same mistake again.*** Many students also identify what they did incorrectly the first time and relate that to what they learned. If you understood the mathematical concept, but make a computational or procedural error, you may identify what you did wrong and explain what you should have done. Depending on the class & problem, this response could be 1-2 sentences or 3-4 sentences long. Do not over or under write. Write for meaning! See examples below.
4. Staple your corrections with your name and class, to the **back** of your test and turn them into your bin. Since we turn in all assessments at the end of the semester in numerical order, the original test and its number should be on top.

TIME LIMIT:

Deadline announced in class, usually within 1 week of the test being returned to you. If you are absent, the deadline still applies.

POINTS BACK: up to $\frac{1}{2}$ the points lost, up to 6%

For example: your score is $\frac{57}{75}$, which is a 76%. You do your test corrections PROPERLY (answer correct & specific/thoughtful written response) so your new test grade would be an 82% $\frac{61.5}{75}$. The net result is that a maximum of 3.5 points would be added to your score.

EXAMPLES (GOOD AND BAD) FOR “WHAT I LEARNED” RESPONSES:

UNACCEPTABLE “I read the problem wrong”

ACCEPTABLE “I thought the problem asked me to do _____. I was actually being asked to do _____.”

UNACCEPTABLE “I didn’t know how to do this before.”

ACCEPTABLE “I didn’t know how to _____. Now, I know that to do _____ I must _____.”

UNACCEPTABLE “I didn’t understand the concept.”

ACCEPTABLE “I thought that _____. I now know that _____.”

UNACCEPTABLE “I made a stupid mistake”

ACCEPTABLE “I made an arithmetic error. I added $4 + 5$ and got 10 instead of 9.” OR “I simplified $5(x+4)$ as $5x + 4$. I forgot to distribute the five to both terms.”

UNACCEPTABLE “Calculator error”

ACCEPTABLE “To finish this problem I needed to enter _____ into my calculator and get the final answer. I must have entered a wrong number.”

UNACCEPTABLE “I don’t know what I did on the test.”

ACCEPTABLE “In order to answer this problem, you need to _____.”

UNACCEPTABLE “I made a simple mistake.”

ACCEPTABLE “I needed to divide the entire side of the equation on the left by 5 instead of only dividing $5x$ by 5.” OR “I used the reciprocal trig function instead of the inverse trig function to solve.”

UNACCEPTABLE “I forgot what to do.”

ACCEPTABLE “I did not remember that to find _____ I needed to _____.”

UNACCEPTABLE “I didn’t study this topic. I need to study more.”

ACCEPTABLE “This question is similar to one we discussed in class. To solve, I need to _____.”

Test correction policy is subject to change.