

Reference 35371

## Quiz Deletion Best Practices

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Sometimes, a teacher may feel that the quiz record data should be deleted or edited if a particular student has not done well on a quiz. Perhaps the student would like to try again or has selected and read a book that was not a good match for her interests. As teachers, we have been trained to re-teach and allow a student to assess again. While this can be a sound instructional technique, re-quizzing can be counter-productive in Reading Renaissance. Well-intentioned teachers may also feel pressure to show strong results in the AR reports or want to make sure students meet their goals.

As a rule, students should not take a Reading Practice or Other Reading Quiz more than once. If students have read a book within their zone of proximal development (ZPD), they are likely to pass the quiz because of the way it has been designed. If a student does not pass a quiz, the reading material was likely not appropriate for the student's skill abilities in the first place. In neither case does it make sense for the student to retake the quiz.

Let's consider the following three principles:

1. Reading Practice Quizzes have two major functions:
  - Quizzes help us assess if a student has read a book.
  - Quizzes help us know if the student has had adequate comprehension of the book's content.
  - The consistent data gives valuable information to guiding them to their next book choice.
2. Student self-selection of books is an important part of Reading Renaissance. As teachers, we need to help children find and read books that they will enjoy. Self-selected, pleasure reading is different than instructional reading. We need to weigh:
  - The book's difficulty (textual difficulty and book length).
  - The student's interests and maturity.
  - The student's reading ability.

With these principles in mind, the following points may help illustrate why deleting quizzes is not recommended.

- Teachers and students need *accurate* information on student progress. Retaking an identical quiz typically increases students' scores, but can be perceived by some to be unfair. The tendency to score better increases when students receive feedback about correct and incorrect answers. Given this tendency, one might question the purpose of allowing students to retake a Reading Practice Quiz that is meant to determine if a student has read a book.

- Developing the habit of deleting and allowing retaking promotes guessing and leads students to choose books that are too difficult.
- Allowing students to take a quiz more than once may cause some students to take quizzes on books they haven't read because they have a good chance of passing the quiz after taking it several times.
- Retaking quizzes can send a message to students that they can read carelessly, try the quiz, and if they are unsuccessful, be allowed to try again. This can lead to increasingly careless, inattentive reading. *Our main goal is careful reading for solid comprehension as evidenced by a score of 85% or higher.* The score is merely the evidence of good comprehension.
- If a student is unsuccessful, there are probably some good reasons why.
  - The book was too difficult or too long.
  - The book was not interesting to the student or they could not “get into” the content.
  - The book was inappropriate for age and maturity.

It makes little sense to allow (or make) a student read a book again that did not work for him the first time. If the book was not a good “fit”, it is unlikely to become a pleasurable read the second time. It makes more sense to note the lack of success and determine together the reasons why the student was unsuccessful. Use these reasons to help the student find a book that will be a better “fit.”

We recommend that a teacher say, “I’m sorry that this book did not work for you. What do you think happened? For your next book, let’s work to find one that is going to be just right.” The TOPS report discussion is a good time to have this dialogue.

However, there are a few occasions that may warrant deleting or possibly editing quiz data.

- The student attempts a quiz while emotionally distraught. Family upheaval, bereavement, or other worries may distract a student and make it difficult to perform well on a book’s quiz, even if she has read carefully.
- The student inadvertently selects the wrong quiz for the book read, or takes the quiz on the wrong student’s record and completes the quiz before telling the teacher.
- The student takes a quiz while feeling ill.

In these three situations, it may be acceptable to delete the quiz record and allow the student to try again a little later. *However, your best practice would be to coach students that it is all right to occasionally delay taking a quiz if they are upset or not feeling well.* Be sure to recommend that students review the book after the delay or before trying again. It’s also a good idea to have a brief discussion with the student about the book before the student takes a quiz again.