

Revision Credit Rule

A template for writing down how support counts toward a proficiency decision

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Why write it down

Retakes and revisions are how students reach proficiency, and nothing in this template limits them. What varies from classroom to classroom is how the support a student received before a resubmission counts. One teacher may treat a revised essay as full evidence of proficiency, and the teacher next door may treat it as progress that still needs a fresh demonstration. Students and families need to know which rule is in force, and so do colleagues who share the target. In one preregistered analysis of tutoring logs (osf.io/b34vx), the counting rule alone changed the share of skills declared mastered by 21 percentage points. Classroom revision is a different setting, so the size of the effect in your school is unknown until you look.

Fill in one rule per learning target or per course. Norm it with the team and post it for students. Revisit it once a semester.

1. This rule covers

Learning target(s) or course: _____ Date normed: _____ Revisit on: _____

2. What counts as a fresh demonstration

The student shows the target without support during the attempt. Check all that apply.

- ☐ A new task on the same target
- ☐ A retake with a different prompt
- ☐ The original task, redone after a gap of at least ____ days
- ☐ An explanation to a peer or the teacher, without notes
- ☐ Other: _____

3. How support before a resubmission counts

Mark one column per row.

Support received before resubmitting	Full evidence of proficiency	Progress; one fresh demonstration still needed	Practice only, not evidence
Written feedback on the original	☐	☐	☐
A conference with the teacher about the gap	☐	☐	☐
Peer feedback using the scale	☐	☐	☐
A model or worked example to study	☐	☐	☐
Direct reteaching of the gap	☐	☐	☐
A hint during the attempt itself	☐	☐	☐
A second attempt on the same task	☐	☐	☐
A second attempt on a new task	☐	☐	☐

4. The decision rule

A student is marked proficient on this target after ____ demonstration(s) at level ____ or above, of which at least ____ is a fresh demonstration as defined in section 2.

Example: two demonstrations at level 3 or above, at least one of them fresh.

5. What students see

The rule in student language, two lines, posted with the scale.

6. Time and access

Resubmission window: ____ days after feedback. How a student requests one: _____

At the end of a marking period, unfinished work is reported as progress toward the target. Work habits are recorded separately from proficiency.

7. Record

Where the support type and the decision are noted (gradebook comment, portfolio tag, or advisory notes): _____

8. Check the rule twice a year

Pull five students marked proficient under this rule and look at their next fresh demonstration on the same target. If most did not hold the level, the rule is counting support as evidence. Tighten section 3 before changing the scale.