

1067-V1-1490

**Dale J Winter\*** ([amanita@andrew.cmu.edu](mailto:amanita@andrew.cmu.edu)), 5000 Forbes Avenue, Pittsburgh, PA 15213.

*Re-testing as a strategy to promote equity.*

Promoting equity by closing achievement gaps in mathematical performance represents a significant challenge at both K-12 and undergraduate levels (Carey et al., 1995; Fullilove & Treisman, 1990; Sax, 1994). Prominent teacher-scholars have suggested that re-testing may promote performance equity (Nelson, 1996). Under this system, students to take a regularly scheduled exam. After the graded exam is returned, and further study, students may take a different exam over the same body of material. This practice may allow students to engage in realistic practice, receive feedback, observe performance standards, overcome anxiety and raise skills and understanding to the expected level for the course. This talk will report the results of a study on re-testing, performance and equity in service mathematics courses. The study included 5 courses, 826 students and focused on performance gaps associated with gender, ethnicity and academic intensity of high school preparation. Results suggest that re-testing may be an effective strategy for eliminating gaps associated with gender and high school academic intensity. Gaps associated with ethnicity closed but were not eliminated. (Received September 21, 2010)