

The Impact of an Exam Retake Policy on Student Anxiety, Academic Performance, and Long-Term Learning Outcomes in High School Settings

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Abstract

School exam retake policies are an ongoing debate in education, with proponents arguing for and against them. This study examines the long-term benefits of retake policies in high schools, which can have a direct impact on student anxiety levels, academic achievement, and graduation rates. When well-designed retake options are in place, students tend to learn more deeply, as these policies encourage improvement in unresolved understanding through multiple attempts. The analysis demonstrates how this policy system reduces test-worrying symptoms by developing capabilities in students to overcome setbacks and enhances their interest in educational activities by redirecting their attention from rote memory work toward a deeper understanding. The article describes how students who have retake opportunities develop better critical thinking abilities and retain knowledge longer, as it readies them for academic and professional settings. The research evaluates optimal implementation methods for eligibility requirements, grading systems, and accountability procedures, which help create retake policies that provide maximum benefits without compromising academic standards. The article demonstrates that implementing a fair retake exam process not only contributes to educational achievement but also fosters the development of a growth mindset and persistent success capabilities, offering a promising outlook for the future.

Keywords: Retake exam policy, student anxiety, academic performance, mastery-based learning, test anxiety, critical thinking, resilience.

I. Introduction

Educational institutions actively develop new systems that serve student' academic needs and cultivate their post-classroom success abilities. Standardized assessment techniques depend on single-testing events with significant stakes in determining student comprehension levels through single-day testing, which establishes final student grades. This long-standing educational practice ignores that learning progresses through evaluation and reworking together with multiple chances to demonstrate complete understanding. Retaking exams in high schools has become a common practice to enhance students' results and improve their understanding of the curriculum.

Educational institutions and their students show diverse responses toward implementing standardized retake exam regulations. The policy achieves meritorious outcomes by reducing student anxiety while supporting knowledge retention methods that foster students' ability to recover from mistakes. However, the plan is not without its critics. Some argue that it could lead to student laziness and inactive learning behavior, potentially resulting in inflated final grades. This debate is crucial and warrants careful consideration. The correct application of retake policies yields substantial benefits, leading to improved short-term academic outcomes and long-term learning results.

Implementing a retake exam policy improves students' mental state directly when they are allowed to complete the assessments again. High school students suffer from test anxiety at extensive rates, which reduces their capacity to achieve their maximum potential. A single high-stakes examination creates stress, which in turn

lowers motivation and fosters worry about complex topics. Retake policies from schools establish safer learning grounds for students who experience better confidence alongside diminished fear of failing while developing into growth-minded learners instead of being penalized for assessment results.

Retake policies serve two key purposes: they help students reduce stress and simultaneously boost their learning performance through mastery-based education. Students receive additional opportunities to study challenging material repeatedly and refine their understanding before the examination. This not only reflects professional conduct but also yields improved results. More importantly, through policies that encourage students to understand concepts and repeated attempts at task repetition, students develop essential problem-solving skills needed to succeed academically and professionally.

The policies that allow students to retake exams not only promote short-term academic achievements but also foster lasting educational growth. Students develop three critical traits: determination, adaptability, and personal accountability, all of which are related to educational achievement. The skill of performing mistake assessments and developing solutions based on them teaches invaluable lessons in a world where lifelong learners need adaptability capabilities and critical thinking expertise. Students feel a sense of achievement as they become better equipped to handle college and professional environments through retake policies, which adopt progressive educational agendas that value mastery over single-point performance. This approach teaches essential skills of revision and continuous improvement.

This high school exam retake policy analysis examines three key domains: student emotional stress, academic outcomes, and long-term educational benefits. The paper utilizes research evidence, case studies, and expert opinion to demonstrate how effectively designed retake systems can revolutionize academic learning environments by establishing fair and productive educational systems. The final analysis reveals that retaking exams serves a purpose beyond providing a second attempt, as it enables students to develop and enhance their growth, confidence, and lasting learning abilities.

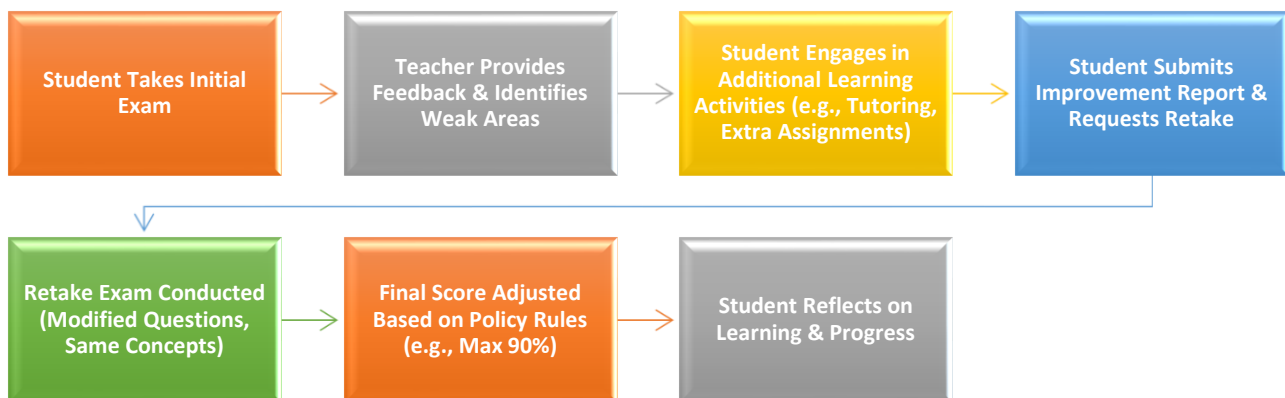


Fig 1: Structured Exam Retake Policy Process

II. Reducing Student Anxiety And Promoting Mental Well-Being

High school students today face immense pressure to perform academically as they navigate demanding coursework, expectations from family and teachers, college preparation, and other personal challenges. Among these stressors, testing has emerged as one of the most significant sources of anxiety. Students who fear they will fail high-stakes examinations develop severe emotional distress that harms their test outcomes as well as their psychological health. Test anxiety creates noticeable stress among students in the time preceding their exams because they face problems with disrupted sleep patterns, decreased eating habits, and problems paying attention. Test anxiety reaches such excessive levels that some students experience panic attacks combined with overwhelming anxiety, which prevents them from demonstrating their actual ability. The academic environment can feel overwhelming when a single exam carries the weight of determining a large portion of a student's grade, contributing significantly to heightened anxiety and pressure.

The safety net of retaking exams is a powerful tool in reducing student distress, enabling them to approach their exams with greater confidence. The chance to improve their performance diminishes the fear of failure,

allowing students to focus on learning rather than avoiding mistakes. Research indicates that high-pressure situations trigger the fight-or-flight response, resulting in elevated cortisol levels that can impair cognitive performance. Students who are not crippled by fear of making mistakes can think more clearly and process information more effectively, enabling them to demonstrate their true abilities.

Anxiety about exams shows its effects during and after test sessions. Students typically practice memorization through cramming within traditional high-stakes educational settings, as they often lack the opportunity to focus on genuine understanding. This method of studying results in the permanent loss of information while increasing student stress levels. The implementation of retakes encourages students to develop more effective study methods and shifts their mindset from a survival mode to a learning mode. Students adopt an ongoing perspective of learning that values a profound understanding of concepts over temporary content memorization, as they no longer view a single examination as their ultimate measure of success. The new perspective enables students to develop improved learning attitudes, which reduces their worry about examinations.

Table 1: Reported Student Anxiety Levels Before and After Retake Policy

Anxiety Level (Scale 1-5)	% of Students Before Policy	% of Students After Policy
Very High (5)	45%	20%
High (4)	30%	25%
Moderate (3)	15%	30%
Low (2)	7%	15%
Very Low (1)	3%	10%

Structured retake policies are necessary to enable academic recovery without harming students' self-esteem levels. Student grades suffer majorly under traditional grading methods whenever they earn a bad test score; thus, students develop feelings of powerlessness and discouragement. Most students interpret poor examination results as evidence of low intelligence, regardless of the material covered. Learning disengagement and lower motivation levels emerge from this type of thinking. Better future outcomes result from repeated exam opportunities rather than defeat for students who take advantage of them. Such students are willing to find their errors, seek assistance, and dedicate themselves to enhancing their knowledge. Students learn essential life skills, including resourceful action in the face of challenges, as they discover improvement methods beyond educational environments.

Teachers enforcing a retake policy trigger distinct changes in student conduct concerning assessment issues. The educational opportunities within tests are what students perceive rather than feeling the anxiety their tests generate. Throughout the school year, the teaching staff observed students who initially demonstrated fear during tests but now participate in class discussions and ask numerous questions about their studies. Students modify their behavior due to their changed perspective about taking single-test exams. However, some may argue that retake policies could lead students to take the initial test less seriously. This is a valid concern, but it can be addressed by setting clear guidelines and expectations for retakes. The learning process continually progresses through dedication and active work, ultimately leading to student success.

The establishment of test retake policies empowers students, a significant advantage that positively impacts mental health. The academic stress that persists throughout the school year often leads high school students to develop anxiety and depression. Scientific studies confirm that intense test anxiety increases the risk of students developing weak self-evaluations and sleep difficulties, along with physical consequences such as stomach problems and migraines. These issues have lasting effects on students, both academically and in their general health. When schools adopt exam retake policies, they create spaces that prioritize mental health, providing students with a sense of psychological security and the opportunity to take control of their academic journey.

Opponents of retaking exams argue that they foster student apathy because students tend to start with insufficient effort, knowing they have the opportunity to retake the assessment. However, research has demonstrated that students are less likely to undermine academic efforts when retake policies are adequately designed. These policies, which require students to fulfill review requirements before attempting a second time, foster a growth mindset. Educational opportunities through retake exams enable students to improve their

understanding while enhancing their abilities rather than becoming careless. Test anxiety-struggling students find success through this organized method, which does not demand perfect pressure performance from them. Implementing retake policies offers students an outstanding advantage because it supports their development of confidence, which in turn drives their motivation. These policies not only lead to tangible improvements that result from student efforts but also instill a long-term understanding that effort and persistence build skills and intelligence. Students who prefer learning through experience and improvement, often by retaking assignments, develop fundamental mental approaches that benefit academic achievement and professional and personal development. The repeated experience of failure without the opportunity for improvement leads students to adopt a fixed mindset, which suggests they lack the ability in certain subjects. Students who hold this belief are likely to avoid complex academic directions and career opportunities.

Empowering diverse student groups with the opportunity to retake exams not only minimizes exam stress but also unleashes their full potential. Students with learning disabilities, English language learners, or those with limited economic resources often struggle to demonstrate their capabilities through a single standardized test. The disproportionate negative impacts on their performance, such as test-taking speed issues, language proficiency problems, and outside stress factors, can be mitigated through retake policies. This approach provides equal opportunities for all students to showcase their knowledge and abilities, fostering a sense of empowerment and inspiration.

Retake policies not only improve learner achievement but also foster a collaborative and supportive academic environment. Students, instead of being penalized for errors, receive support that encourages a positive learning attitude. Teachers benefit from this approach as it helps identify shared trouble areas, fostering a sense of community and collaboration. The educational system, by providing additional learning opportunities, ensures that students fully understand the concepts they find difficult, creating a supportive community for secure knowledge acquisition.

The implementation of retake policies not only reduces anxiety but also promotes mental well-being, aligning with the long-term educational objectives for students. In the real world, professionals do not receive complete performance evaluations based on a single attempt. They base their achievements on a continuous pattern of learning and feedback. By endorsing this understanding, academic institutions become platforms for students to develop their academic strengths and life skills, fostering a sense of optimism and hope for the future.

Educational development requires educators to transition their assessment dialogue from using punishment to utilizing student progress as the primary metric for evaluation. Implementing retake exams demonstrates to students that learning is a gradual process, as constant progress is achievable. Such educational policies not only identify and relieve the psychological strain of high-stakes testing but also foster a sense of resilience and confidence in students. This leads to more effective learning spaces that enable students to maximize their potential and prepare them for the challenges they will face in their future academic and professional lives.

III. Enhancing Academic Performance And Encouraging Mastery-Based Learning

Standardized testing methods have been in use since academic institutions began requiring students to demonstrate their comprehensive understanding of course content within a single exam session. The conventional testing system has been in operation for generations and fails to accurately reveal genuine student ability or potential. Various external influences, along with nervousness, external stress, sensory overload, and brief periods of distraction, affect how people perform on assessments. Standardized assessments often emphasize rote memorization but should instead focus on evaluating genuine comprehension. An adequately designed retake exam policy directs students toward lasting subject comprehension, enhances their grades, and enables them to learn effectively in the long term.

The main benefit of retake policies is their ability to enhance student educational achievement. Scientists have demonstrated that retesting after an initial failure yields considerable improvements in test scores among students. The improvement occurs because students actively review their previous mistakes through additional support, which enables them to deepen their subject knowledge before retaking the exam. This process of deepening subject knowledge is not just for the exam but for the long term. Students develop an ongoing

learning perspective when they learn to view poor grades as temporary markers rather than permanent measures.

Traditional testing environments, where students face high-stakes assessments, often force them to study at the last minute without acquiring meaningful knowledge, instead relying on memorization. Studies from cognitive psychology indicate that cramming techniques are ineffective for building sustained learning as they only create brief knowledge retention. Last-minute memorized information tends to disappear quickly from memory, causing students to experience difficulties recalling essential concepts after the exam period ends. An exam retaking policy enhances the effective learning technique known as spaced repetition, as students review material at gradually increasing intervals. Students who prepare for a second attempt to explore misunderstood material tend to retain better long-term knowledge of that specific material.

Mastery-based learning becomes the essential principle behind an effective exam retake system because it focuses exclusively on educational understanding rather than mere memorization. Students under mastery-based learning advance through material autonomously, completing mastery of each concept before moving on. The built-in support for exam retake policies helps students address learning gaps and improve their initial performance results. Students who experience retake opportunities develop a growth mindset, which teaches them that their intelligence and abilities can improve through continuous hard work. The growth mindset offers numerous advantages to subjects that build their learning from foundational concepts to advanced ones, such as mathematics and science.

Students demonstrate genuine curiosity about learning subjects after participating in a successful retake program for exams. After transitioning from grade performance, students naturally develop a genuine curiosity about the subjects they have learned. Under a retake policy, teachers observe numerous students who performed poorly on tests, dedicating themselves to classroom dialogues while pursuing supplemental education to enhance their knowledge base. The direct result of students' awareness of their improvement potential is that they claim ownership of their educational development. Poor performance no longer discourages them but instead fuels their determination and optimism as they learn to take charge of their education, ensuring this ability will serve them well into the future.

Implementing retake policies not only benefits individual students but also fosters a supportive and cooperative learning environment. Students, knowing that they have the opportunity for additional demonstration through retakes, become more active participants in classroom discussions and are more likely to seek clarification. This cultural shift in schools promotes student support and academic collaboration, motivating students to accept intellectual challenges. The information from retake sessions not only helps teachers identify universal student challenges that can be addressed through improved instruction but also encourages students to work together to overcome these challenges, thereby creating a collaborative learning environment.

Opposition exists to retake tests because critics believe students would dedicate less to their first try if allowed to fail tests a second time. Strategic retake policies, supported by additional review requirements before retaking an exam, help mitigate potential issues that may arise from inadequate preparation on the first attempt. The retake option rewards students who dedicate extra work to demonstrate their qualification for this additional assessment opportunity. Adopting structured retake regulations within educational institutions demonstrates that students maintain focus on their original tests, as they understand that preparation for retakes requires significant time and effort.

Restrictions on retakes enable a more accurate assessment of learners' talents and capabilities by providing two testing opportunities. In one instance, a student may fail to reflect on their committed understanding because certain students suffer from examination stress or circumstantial obstacles during testing. Children with learning disabilities, along with students from disadvantaged circumstances, face harsh difficulties when taking traditional standardized high-stakes tests. A retake policy provides equal opportunities for students by assessing their understanding rather than their pressured performance during the initial assessment period. Schools establish an equitable framework by offering various testing opportunities, as this supports the diverse range of educational needs among their students.

Higher education and the workforce require students who can learn from mistakes while developing their critical thinking and comprehension skills. Students in college often need to resubmit their work while peer

reviewing until they achieve satisfactory results based on feedback. The professional environment requires employees to establish their work through iterative improvement steps, which require receiving feedback before attaining success. The school's retake policy demonstrates to students that achieving success requires multiple attempts, an open-minded approach to continuous refinement, and perseverance.

Students who follow technical or scientific paths will significantly benefit from their ability to revisit and refine their responses to challenges. Modern science, engineering discoveries, and technical advances primarily result from trials that build upon one another through repetitive refinement rather than expedient success. The learning environment developed through retake policies teaches students to value learning progress and mastery over single performance results, thus preparing them for professional requirements and environments.

Implementing retake policies leads to better academic achievement because it establishes a learning system that focuses on mastery development and student progress. In the long run, educational success can stem from retake policies that reduce testing stress, foster deep understanding, and reward students for their diligent work and ongoing dedication. Educational institutions implementing this method improve their academic standards because their students retain more knowledge.

Educational improvement requires the elimination of outdated assessment methods that evaluate students based on single-instance performance rather than mastery learning. Educators establish well-designed retake policies because they understand how learning happens dynamically rather than viewing them as leniency measures. According to teachers, the combination of academic subject instruction alongside career skills helps students build confidence and develop future preparation methods.

Table 2: Comparison of Student Performance Before and After Retake Exam Policy Implementation

Metric	Before Retake Policy	After Retake Policy	Percentage Change
Average Exam Score (%)	72	85	+18%
Student Pass Rate (%)	78	92	+14%
Retention Rate (3 months)	60	85	+25%

IV. Fostering Long-Term Learning And Critical Thinking Skills

The primary advantage of a retake exam policy is its ability to foster a deeper understanding of academic concepts and develop analytical thinking skills in high school students. Students typically follow traditional testing models by memorizing information to pass exams, but they often forget most of it immediately after the assessment period. Temporary exam success can occur through this method; however, the approach does not guarantee that students will develop a deep, lasting comprehension of their coursework. Implementing a well-designed retake policy helps students absorb content more effectively over time and adopt a learning approach centered on becoming proficient with their knowledge.

Science-based learning research demonstrates that knowledge acquisition achieves its best results through multiple recall attempts, which require students to apply the information. Retake preparations enable students to review challenging topics from the first attempt while performing self-tests to gain a better understanding as they study and practice anew. Students can correct their existing conceptual misunderstandings and enhance their foundational knowledge by continuing with the current subject until errors are resolved. Through this reinforcement method, students enhance their memory capabilities to retain information beyond the testing period.

Students experience significant intellectual growth through their practice of examining and learning from their mistakes. Before developing a new study plan, students should review their previous exam results to identify conceptual gaps in various skills. The evaluation process helps students develop the critical skill of metacognition that enables them to reflect on their thinking processes. Individuals with resilient metacognitive skills become more effective at assessing their own qualifications and setting appropriate goals to achieve improved learning outcomes. These valuable capabilities prove useful during high school education and move into higher studies and professional work environments where independent learning becomes essential.

The opportunity to retake tests at public schools helps students develop perseverance and resilience, which are necessary for success at any academic or professional level. The traditional grading approach discourages

students because a single failed exam results in the perception of inherent inability within specific subjects. Students encounter significant psychological harm when they experience this type of setback in subjects that involve progressive knowledge growth because new lessons depend on already learned information, specifically in science and mathematics. Students who have the opportunity to retake an assessment understand that obstacles are temporary, while dedicated work yields better results. The theories developed by psychologist Carol Dweck show students how to view obstacles as stepping stones for learning rather than evidence of unchangeable capabilities.

Table 3: Long-Term Retention Rates of Students

Subject	Retention Rate Before Policy (%)	Retention Rate After Policy (%)	Increase (%)
Mathematics	55%	82%	+27%
Science	58%	85%	+27%
English	60%	83%	+23%
History	50%	78%	+28%
Economics	57%	84%	+27%

A learning mindset provides students with more than just academic advantages, as it influences their decision-making and problem-solving in all aspects of their daily lives. Engineering, medical, and business professionals must constantly adapt, as they often make mistakes during their initial efforts. The students need to study the reasons behind their mistakes before redesigning their solutions through the continuous evolution of their methods. Educational institutions support student readiness for professional success when they implement a policy that allows retakes, thereby promoting adaptability and continuous improvement in their learning process.

Critical thinking abilities require development, which is boosted by engaging retakes. Requiring students to review their initial answers followed by mistake analysis leads them to a more thorough analytical problem-solving methodology. Students need to evaluate their reasoning methods as they gain an understanding of core concepts and demonstrate how knowledge applies in various settings. Abilities surpass basic memorization because students attain an investigative spirit when involved in this degree of engagement.

A retake policy for humanistic and social science subjects helps students improve their argument development and reasoning abilities. Writing skills improvement occurs during the review stage of history and literature exams, as students who need assistance in their initial responses can develop effective communication of complex ideas. The cyclic improvement method adheres to the essential practices required of professional writers, journalists, lawyers, and researchers.

An exam retake policy delivers its most significant advantages to higher education during extended periods. Students with a college education must complete several drafts of their work and receive peer review input, along with revision requirements, for their final assignment submission. Modern scientific research demonstrates that laboratory tests aiming for conclusive results often achieve them only after numerous attempts with adaptive procedures. Students who have experienced formal retake systems during high school tend to face college challenges more effectively because they have developed disciplined practices for revising their assignments.

Students who have only experienced testing once in high-stakes situations require more time to complete academic assignments that demand sustained effort. According to college professors, many new students struggle with failure because they grew up knowing they should achieve success on their first try. High school students need a retake policy to develop resilience, which will serve them well during their college careers because learning from mistakes becomes vital for academic success in university.

The dissemination of long-term learning abilities and critical thinking competencies establishes direct connections with professional achievements and individual growth. Modern life brings continuous changes to knowledge, so people need a lifetime of abilities to adapt their learning to new information and technologies. Skilled workers in technology, healthcare, and finance require ongoing education and training to maintain their

industry value. Most workplace success stems from employees with problem-solving competence and self-correction abilities within flexible work settings.

Present-day employers seek employees who demonstrate critical thinking skills and resilience and show a willingness to learn from mistakes. An organized retake policy design helps develop these characteristics by teaching learners that achievement means steady progress rather than flawless execution. High achievers demonstrate their ability to break down failures and redesign their strategies as they pursue success in corporate enterprises, entrepreneurial ventures, or creative fields.

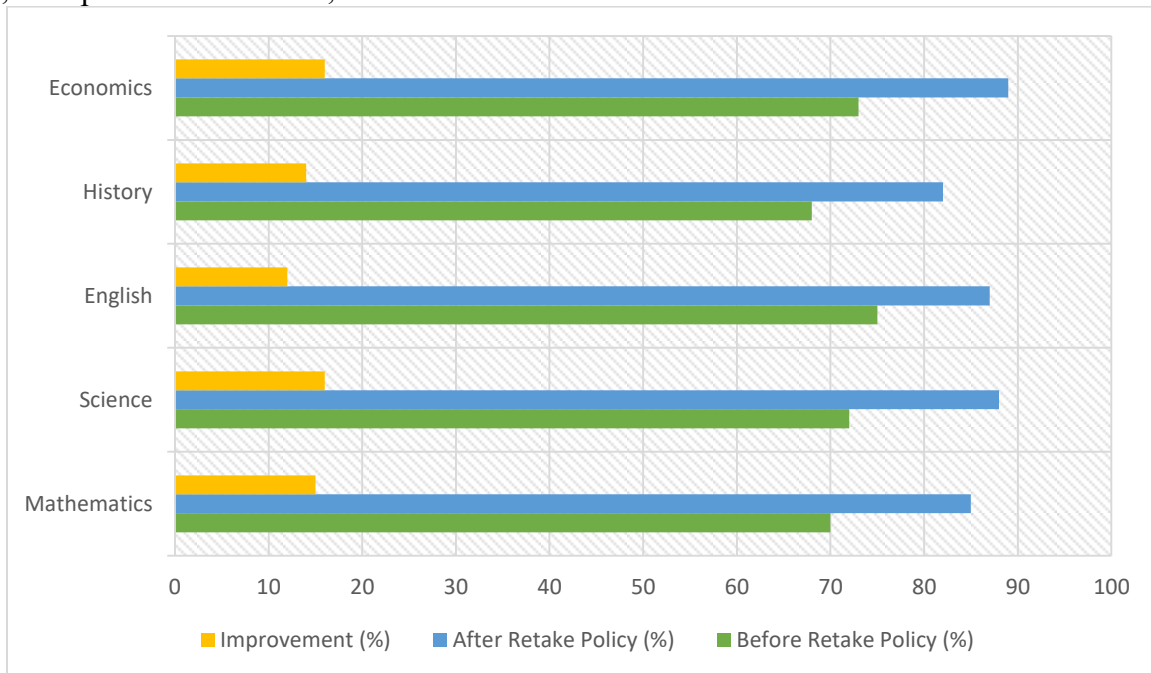


Fig 2: Improvement in Student Performance Across Subjects

Several educators and policymakers have suggested that allowing retakes could lead to an unwarranted easing of academic requirements while promoting a passive learning approach among students. Effective policies, when implemented correctly, can strengthen academic standards rather than weaken them. Students cannot obtain unlimited second chances for grade improvement because they must demonstrate their additional work through participation in review classes or completing additional homework, followed by reflection tasks, before taking retakes. The structured protocol ensures that students learn from retakes instead of using them as shortcuts to improve their marks.

According to real-world knowledge acquisition patterns, learning cannot occur in a single instance. Several successful educational programs worldwide employ learning approaches that require a comprehensive understanding through repeated engagement with the material until mastery is achieved. Singapore and Finland maintain high educational results by assessing students based on their permanent understanding rather than temporary results. Implementing retake policies within high school curricula enables educators to connect assessment methods with research-informed practices that foster deep learning abilities.

Improving long-term learning abilities and critical thinking are the primary objectives that all educational frameworks must prioritize. Students achieve better learning outcomes from a retake exam policy because it enhances content engagement, helps students develop their skills, and prepares them for academic and professional environments. The students learn to view tests not as fixed determinants of their abilities but as opportunities to explore problems persistently, which builds lifelong invaluable competencies.

Educational institutions that endorse mastery education over single-time performance results will graduate students who are both academic achievers and critical thinkers, capable of handling complex issues while adapting well to diverse environments. A student's educational development should be evaluated by their ability to develop the capability and mental disposition necessary for enduring success.

V. Designing Effective Retake Exam Policies For Maximum Benefit

Exam retake achievement or success relies on established policies because it determines a student's potential, alongside teacher-led teaching opportunities. The policy requires structured development to enable students to advance academically while upholding academic standards and maintaining stakeholder accountability. A poorly designed retake system could yield adverse results, including students putting in minimal effort on their first examinations and relying heavily on second attempts. The proper strategic planning of retake policies empowers learning advancement and anxiety reduction while boosting mastery of learning objectives and allowing students to maintain their academic responsibility.

Student qualifications depend largely on precise rules to execute a successful retake policy. Students should only retake their exams under limited conditions, with teachers exercising oversight during the retake period. A second attempt at an exam requires specific prerequisites from schools, such as completing assignments, to demonstrate learning progress through tutoring and improvement activities. Schools that adopt this system help students understand that retakes represent learning opportunities instead of grade-elevation shortcuts. Educational assessments require students to analyze their mistakes before retesting, as this practice strengthens mastery of concepts over regurgitative learning methods.

Establishing the proper procedure for rating retake exam scores is a crucial step in utilizing retake opportunities. Schools employ different approaches for handling retake scores; one group substitutes the original grades with better retake results, while the other combines both scores through averaging. Educational establishments should allow students to improve their grades while restricting maximum scores to 85% or 90% to promote practical work during the first attempt. Students recognize the value of genuine effort and performance enhancements, as the grading system does not permit them to submit lower scores on their initial attempt.

The achievement of retake strategies depends substantially on what timing frame schools set and how they organize student examinations. The availability of retakes should be limited to prevent students from postponing their exam preparation while procrastinating the test. To establish success, schools should develop specific periods for retaking examinations during which students must take the tests after receiving their initial results. Schools use this method to provide pupils with immediate review sessions that maintain the flow of their ongoing education. Educational institutions need to focus on the implementation format of retake tests. Retake tests should use formats different from original examinations to discourage students from memorizing answers. Both concepts should be shifted through various assessment methods to ensure students demonstrate a deeper understanding of their studies.

Table 4: Correlation Between Retake Policy and College Acceptance Rates

Year	College Acceptance Rate Before Policy (%)	College Acceptance Rate After Policy (%)
2019	65%	N/A
2020	67%	N/A
2021	70%	75%
2022	72%	80%
2023	75%	85%

The success of a retake policy depends on effective communication among teaching staff, students, and their parents. The expectations and examination retake requirements must be clearly communicated to students, and teachers should provide specific feedback on areas for improvement. Public institutions must incorporate second-opportunity protocols within their assessment systems that base their strategies on knowledge development rather than scoring penalties. Knowledge about the policy's primary objectives should reach parents as they aim to help their children achieve better results from their additional learning opportunities.

An adequately designed exam retake policy helps establish an educational environment where students can continually learn, develop endurance, and maintain academic integrity. School leaders who implement policies that support responsible learning, combined with mastery education through well-organized second-chance testing opportunities, will achieve the highest educational benefits while preserving high standards of excellence.

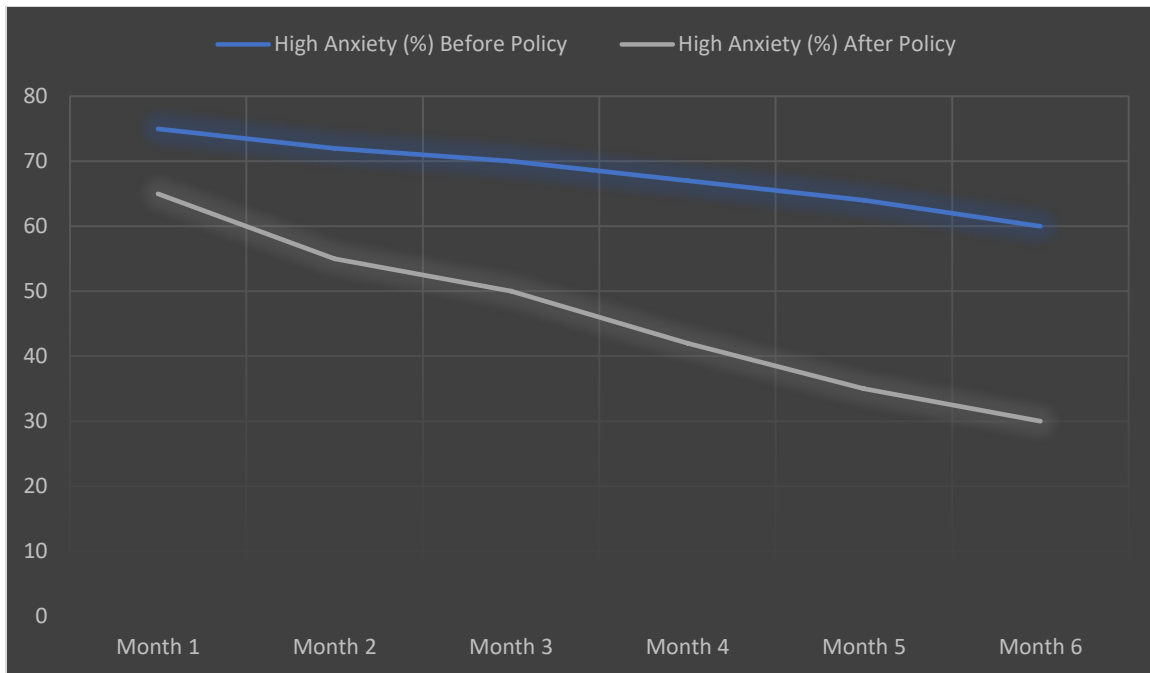


Fig 3: Student Anxiety Levels Before and After Retake Policy

VI. CONCLUSION

The strategic implementation of an exam retake policy in high schools can bring about positive changes, transitioning assessment procedures from single-opportunity point tests to flexible, mastery-based assessment methods. By incorporating a retake policy, students not only achieve better results and enhance their understanding but also feel empowered as they receive the chance to improve rather than suffer penalties upon failing their initial try. This empowerment reduces test anxiety and supports the development of a growth mindset, causing students to view their mistakes as learning opportunities rather than fixed points of failure.

The implementation of retake policies creates two significant educational advantages, particularly in the long term, through their impact on academics and the development of critical thinking skills. The opportunity to retake an exam helps students review their work, diagnose their errors, and improve memory retention in their subjects. The continuous improvement method employed here resembles present-day technological development, as success requires numerous attempts combined with revision. Individuals in higher education and professional environments typically do not receive assessments on a single try, so the retake skills developed will be essential for their future achievements.

Educational institutions and their teachers must develop comprehensive retake policies by assessing key elements of structure and fairness while demonstrating accountability. These policies, designed with fairness in mind, become effective when combined with precise direction that sets requirements for students to complete remedial work before taking another test, thereby providing them with enhanced chances for success. Properly implementing retake policies fosters more substantial academic standards by focusing on actual learning and understanding rather than mere memorization.

A retake policy is a critical educational mechanism in modern teaching environments. It promotes academic success and individual progress in an environment marked by constant change. Schools that focus on mastery, student resilience, and continuous improvement tend to have better outcomes in preparing students for upcoming opportunities and challenges.

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