

Revere High School Revision/Retake/Reassessment Policy
Statement of Philosophy
Our overall goal is to give students multiple opportunities to demonstrate mastery. Our work is driven by the growth mindset – when students work harder, their intelligence and problem-solving skills strengthen. It is important for us, as educators, to support our students in applying effective effort towards genuine growth and development. As a part of that effort, it is essential for us to provide multiple opportunities for students to grapple with skills and ideas and to demonstrate their mastery; it is also essential to recognize that mastery does not typically happen quickly, or through one sole attempt. In addition, because the skills that we seek to engender in our students are complex and cross-curricular – and necessary to master future content either in the same class or in different classes – we as educators must offer opportunities for students to continue practicing skills and content they have yet to master, lest they be left behind. Not doing so leads, in effect, to reinforcing an image of the fixed mindset, since there will always be the students that “do get it” and the students that “don’t get it” – the ones who have fallen behind without opportunities for revision and improvement as the rest of the class moves on. We know that both students and teachers have lives beyond the school day. At Revere High School students will be given the opportunity to complete revisions within the school day.
Giving the Opportunity to Revise/Retake/Reassess
Students will be given multiple opportunities to demonstrate proficiency in each standard, be it a “content” standard or a “skill” standard. They will demonstrate proficiency by either revising, retaking or being reassessed. Teachers will decide which of the three options is most appropriate.
When do Revisions/Retakes Take Place?
Revisions/retakes will take place during school. We will support teachers in providing class time for students to revise work by incorporating formative assessment/revision cycles into the course pacing guides that PLGs will collaboratively design. As such, there will be explicit time for revision/retake built into a course calendar. There will be a revision day following a summative assessment so that students have opportunities in class to incorporate formative feedback from teachers into revision/retake experiences that enable them to demonstrate their increased proficiency.
Additional Time
Students will have at least 2 weeks minimum from when students received feedback the first time around to revise their work.

Grades

A student's grade will not be determined by the average of their assessments on a particular standard, but by their most recent, revised work. If a student provides evidence of proficiency later in a semester, their grade will not suffer for not having mastered the standard in the initial attempt.

Casco Bay High School, ME

Policy on late work

1. Late work will not be accepted for daily formative assessments* such as reading quizzes (excused absences exempted). Students will receive a HOW grade of "1."
2. If a student has missed a formative assessment, he/she can arrange to receive feedback from the teacher at a pre-arranged block. If the work is acceptable, the teacher can move the HOW grade from "1" to "2" (a grade of "3" is not possible).
3. Late work will not be accepted for summative assessments.** However, a student can request to make up the summative assessment by turning in a "Summative Assessment Extension Request Form."
 - a) The **Extension Request Form** should be turned in by the assignment due date or earlier whenever possible. Students who fail to complete the Extension Request Form will only be able to make up that assessment in mud/summer school - if otherwise eligible.
 - b) The student must then hand in work on the date specified in the Request Form.
 - c) Students will be allowed one extension form per course per trimester, subject to teacher approval.
4. Students who fail to meet the extension deadline or who miss more than one summative assessment per trimester must attend mud school or CBHS summer school for another opportunity to make up the standard(s) associated with the missed assessment, if eligible.*

Note: Students who have IEPs, 504s, RTIs, MET plans (for ELL students) may have mandated plans which allow for extended time to meet standards, without penalty. In these cases, students and teachers will negotiate an appropriate deadline in advance. If the student then misses the negotiated deadline, this late work policy takes effect.

*Formative Assessment – a range of smaller stakes learning tasks (eg: quizzes, teacher observations and journal entries) designed to give teachers and students a sense of where they are on progress towards meeting short-term or long-term learning targets in the midst of an instructional unit. The results of formative assessments should help inform students and teachers what to do next in order for students to master the target: Assessments for Learning.

****Summative Assessments** – higher stakes learning tasks (eg: end of unit tests, final draft essays, culminations) which are designed to measure whether or not students have mastered long-term learning targets or course standards once a unit of instruction is complete: Assessments of Learning.

Mount Desert Island High School, ME

Multiple Opportunities

If a student has been fully participating in the teaching and learning cycle and needs more time to achieve mastery, teachers will give students another opportunity to try again after the student has shown additional preparation and/ or practice. Often, this requires students to work with the teacher or an interventionist outside of class. This is where good Habits of Work are rewarded. Students who are doing their best will get the opportunity to try again. The opportunity to try again does not mean that we do not foster timeliness or that there are no deadlines. What matters most is that students learn the material. As such, teachers are more flexible with students who need additional time to show mastery. However, they must use their discretion to determine how much additional time is enough, assign a grade on an assessment and move on. Students will have additional opportunities throughout the course (or in another course) to either certify that they have met the standard through remediation or by working with the standard on a new assignment.

COLCHESTER HIGH SCHOOL - VT

Re-Assessment:

Teachers at CHS believe that all students can learn. They believe students should be given multiple opportunities to demonstrate their learning in multiple ways, when possible and appropriate. Teachers at CHS may allow students to re-assess a variety of assessments in their classes **after students act upon specific teacher feedback**. Depending on the classes a student takes, the re-assessment opportunities may vary. Students cannot redo or revise all assessments. The goal for re-assessments is that students have the opportunity to demonstrate their increased learning over time. All classes of the same course will have consistent re-assessment policies. Teachers will outline their re-assessment policies and procedures in their course syllabi; please be aware that re-assessments may also be permitted on a case by case basis.

Late Work:

The purpose of grading is to reflect the student's academic achievement, not to be a system of rewards and punishments. The scores on assignments should not be distorted by the deduction of points for poor learning dispositions (i.e handing in work late). Students have the opportunity to earn full academic credit for late work turned in by the deadline. Failure to attend to due dates and

deadlines is important and will be communicated in a student's LEARN score. Teachers will set and clearly communicate all due dates and deadlines for assessments. Students' late work will be tracked in PowerSchool and used as part of the evidence to determine his/her ability to attend to "commitments" as communicated in the learning dispositions (LEARN EE) score.

Due Date → When an assignment is due. Handing in work on time will allow for prompt feedback and aid in academic success. Work handed in after the due date may be accepted, without penalty, for full credit (but marked with an "L" on PowerSchool).

Deadline → A non-negotiable end date or an essential deadline due to an authentic audience, course related timeline, or school year timeline. After the deadline an assessment will no longer be accepted. If not complete, the assignment is entered as a zero. Deadlines are determined by teachers.

Extra Credit:

Teachers no longer assign extra credit or bonus point opportunities as these systems do not measure learning. Students will have multiple opportunities to demonstrate that they have mastered a learning target and in many areas reassessment is possible.

Incompletes and zeros:

Incompletes and zeros may be given at teacher discretion.

Harwood Union High School - VT

Completion of Assignments, Assessment Requirements, and Deadlines

Students are expected to complete assignments on time to assure that their progress can be monitored effectively. If a student fails to complete summative assignments or assessments, then the student submits an extension form in lieu of the expected assignment/assessment. At this time, the teacher may just approve the extension providing the student with the opportunity to meet it independently, or the teacher may assign the student to an Extended Learning Opportunity to complete the task.

If the student does not adhere to the extended due date, then he/she will be required to create a plan with the teacher to complete the work which may include a new deadline or modifications to the assignment. This plan is signed by both the student's teacher advisor (TA) and parent. At the time, the student doesn't fulfill the criteria of the plan, he/she will receive an indicator of "no evidence".

A rating or score of no evidence, may impact a student's overall proficiency scores, and lack of sufficient evidence of student learning may result in a student having to meet those proficiencies via another learning opportunity at another time.

Montpelier High School, VT

Purpose of Assessment

There are 3 primary purposes of Montpelier High School's Assessment Practices:

- 1. To provide information on progress of learning to the student for self-evaluation.*
- 2. To communicate information about a given student's achievement to their parents and others.*
- 3. To provide information for career path or educational path programs that may use report cards, transcripts, and/or GPA as a method of selecting students*

Reporting Formative Assessments

Formative assessment scores will be recorded and reported in the PowerSchool portal for students and parents to access. These scores are only to communicate progress and should not be viewed as the current course grade.

How Formative Assessment Contributes to the Overall Grade

The formative assessment work throughout a quarter will inform the Habits of Learning score each quarter. Each teacher will provide details about how their formative assessment scores will be reflected in the Habits of Learning score within their course. The formative assessments, along with course specific expectations around the Habits of Learning such as preparedness and perseverance, work completion, timeliness, will be the evidence assessed for a quarterly Habits of Learning score. The course Habits of Learning score will be determined using a .65 decaying average , which will count as 15% of the 7 total overall score for the given course.

Summative Assessment

Summative assessments evaluate learning achievement, and summative assessment results record a student's level of proficiency at a specific point in time. Examples of summative assessments include but are not limited to unit projects, tests, essays, and presentations. The summative assessment should be directly linked to the formative assessments (practice) that the students have been given specific instruction and feedback upon throughout the unit.

Why is the Habits of Learning Score Reported Separately and Worth 15% of the Total Grade?

Reporting Habits of Learning separately from the content and course specific skills is a crucial component of proficiency based learning. In doing so, it allows formative assessment to be truly formative, while also retaining accountability for important process criteria such as preparedness, perseverance, and self-awareness. Skills such as timely work completion, effort, and punctuality can be taught and assessed here with more clarity than the traditional one score report cards. The Habits of Learning course score is worth 15% of the total overall grade because if it was left to be averaged evenly amongst the other summative it would become distorted across courses that have varying numbers of proficiency indicators. For example if History has 4 indicators, Habits of Learning would be worth 25% of the total grade, while Math may have 10 indicators, making the score worth only 10% of the total. By "locking" the score at 15% for all courses we increase consistency and fairness across the school-wide assessment system.

ReTakes

While individual teachers have the final say in their class and student learning is the fundamental goal, generally, aside from midterms and finals, there will be no retakes or redos of summative evaluation.

Additional retakes or redos of summative evaluations would make those evaluations more inline with the purpose of formative assessments.

Homework

Homework should be given with specific purpose connected to student learning. Teachers should avoid students completing busy work, and instead should use targeted practice and exploration that can be directly supported by in class learning and course resources. Homework is a type of formative assessment and will be recorded as part of habits of learning.

Zeros

Because some averaging still occurs in our assessment verification and reporting system, no zeroes will be entered into PowerSchool gradebook nor on the report card. A score of zero is mathematically unbalanced in comparison to a “1” being the lowest score, and would therefore do undo damage to a student’s overall assessment. A score of “1” represents incomplete or unattempted demonstrations of learning.

Mount Abraham Middle and High School, VT

Zeros and Extra Credit

Zeros for missing work do not provide accurate information and can distort the overall grade. Sometimes it is necessary to give a zero for missing work. Instead of extra credit, have students revise assignments and reassess on learning targets.

Reassessment

As is reasonable within the structures and timelines of the class, students will have the option to reassess learning targets if they do not meet proficiency. This doesn’t mean that students can just retake assessments. Depending on the learning target, certain steps will need to be taken, which could include: conferencing with the teacher, completing reflections, practice work, or other evidence of relearning. Homework and other practice work that has not been completed will be required before reassessment opportunities are provided. Additionally, retakes will involve more than just taking the same test/exam again, but could include alternative modes of assessment.

Additional Resources for Reassessment from Mt. Abe:

Name: _____ Date: _____ Class: _____ Block: _____

Reassessment Procedure

In order to be able to redo/retake an assessment, you must complete the following steps:

- ☐ Correct items addressed inaccurately on the initial assessment on a separate piece of paper
- ☐ Review corrections with teacher
- ☐ Complete all related practice / homework related to the learning target(s)
- ☐ Complete the retake within two weeks from when the assessment was handed back

5 Town Promise 

Please describe below what specific measures you took to prepare for the reassessment:

Last Day to Complete Reassessment:

Student signature: _____

Date: _____

Rutland High School, VT

The Meaning of a Grade

Grades communicate individual student academic achievement in relation to course expectations to our students, their families, employers, and post-secondary institutions.

We believe:

- Grades reflect student academic achievement.
- Grading should not be used for disciplinary purposes.
- Academic dishonesty should be addressed with behavioral consequences. Teachers should reassess and determine the actual level of achievement.
- The professional judgment of teachers should be respected.
- Teachers should only give extra credit or bonus points if those tasks provide evidence that the extra work has resulted in a higher level of achievement.
- Grades are to be assigned based on a student's performance on preset standards - not on a student's achievement compared to other students.
- At the start of each course, students and their parents should be provided with information regarding grading practices and student expectations.
- Summative evidence should constitute the majority of a student's grade. Information from formative assessment and practice should have a minimal impact when determining grades.

Academic, Non-Academic Factors, and Grades

Course grades will reflect the level of student academic achievement. While non-academic factors may be highly valued and often contribute to academic achievement, they should be communicated separately from the academic achievement. The following are examples of non-academic factors:

- Homework on which students are not being assessed on their knowledge or skills
- Class participation that is not tied to a specific learning objective
- Behavior (punctuality, attendance, attitude, effort)

Late, Missing, and Incomplete Assignments

The following steps are recommended for teachers to address late, missing, and/or incomplete assignments.

The teacher may:

- Assign an “I” (incomplete) for all assignments that have not been completed, or an “M” (missing) for all assignments that have not been turned in.
- Communicate with students to determine the reason for the incomplete or missing assignment.
- Establish a timeframe for the student to make up the work. A reasonable timeframe will be established at the teacher’s discretion. Assign a failing grade if the assignment is not completed in the established timeframe.
- Evaluate student work when it is submitted.

Sanborn Regional High School, NH

Sanborn’s Competency-based Grading System is designed to report out to students and parents three different types of information:

1. Work Study Practices
2. A level of student Competency in a course
3. Overall Grade Average for the course.

All three together create a more complete report of a student’s achievement, competency, and college and career readiness. The system provides more information for parents beyond a grade point average.

Formative Assessment:

A formative assessment is an assessment for learning and can be broadly described as a “snapshot” or a “dipstick” measure that captures a student’s progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. Formative assessments are “practice” and are not heavily weighted in the grading system. Examples of formative assignments include class work, homework, and quizzes.

Summative Assessment:

A summative assessment is a comprehensive measure of a student’s ability to demonstrate the concepts, skills, and knowledge embedded within a course competency. It is an assessment of learning that is heavily weighted in our grading system. At Sanborn, each summative assignment is linked to at least one (or more) of the course-based competencies. Examples of quality performance-based

summative assignments include research projects, presentations, labs, writings, tests, and other similar performance tasks.

A student's grade is based cumulatively over the entire length of the course (not an average of quarter grades). Summative assessments are weighted at least 90% of the overall course grade.

Reassessment:

If a student receives a summative assessment grade that is at the Proficiency (P) level or below, they may be eligible to reassess on that assessment provided they complete a reassessment plan that is mutually established with the teacher. The reassessment is typically just the parts of the assignment for which the student was not at a Proficiency (P) level. The teacher would record the new grade earned in the grade book.

Del Lago Academy, California

DEL LAGO ACADEMY GRADING PRACTICES The curriculum at Del Lago is designed to ensure that all of our scholars will be eligible for entry into any four-year university upon graduation, and prepared to be successful in their college coursework. In order for our scholars to receive credit for their courses from a university, they must complete each course at Del Lago with a grade of C – or better. Consistent with our mission and vision, scholars will receive the mark of “No Mark” when their performance does not meet the standard of quality established by the instructor and based on state standards. If a scholar receives a score of “No Mark” on any given competency, the scholar will have the opportunity to improve their score and clear their “No Mark” prior to the end of the term. In order to re-take a competency, scholars will need to follow the re-take procedures as defined by their classroom instructor. Scholars must earn a passing score (C- or above) on each competency in order to receive a letter grade at the term. If a scholar has the score of “No Mark” on any competency at the end of the term, or the scholar's overall performance in any given term falls below the level of receiving credit (C-), the scholar will earn a mark of “No Mark” in the course. A grade of “No Mark” in any course will require the development of a Student Success Plan, which must be approved by the teacher, parent, social worker/counselor and administrator. Student Success Plans may include mandatory tutorial attendance at lunch, before or after school, and/or during X-Block, among other interventions. Student Success Plans will be reviewed and updated on a regular basis by the teacher and support team. When the scholar completes the work outlined on the Student Success Plan, the scholar is assigned a grade for the course. However, if the scholar leaves Del Lago, or two terms (including the summer term) elapse after the development of the contract, the course grade will be recorded as “F” and no credits will be awarded. In addition, at Del Lago it is our expectation that our scholars will continually strive to improve and produce the high quality work we know they are capable of. Scholars will have the opportunity to raise a letter grade on any competency throughout the term. Scholars who earn a final passing grade of B or C at the term, but do not believe their performance represents their best capabilities, will be allowed to petition their teacher to

request a Quality Work Plan. These plans are only available to those who did not receive a NM as their final grade. For those wishing to improve a final grade from first term, the plan must be submitted by the third Friday in January. Those scholars wishing to improve a grade from second term must submit their plan by the second Friday after school begins in August. The teacher may or may not elect to approve the plan, based on the scholar's effort to improve their letter grade throughout the previous term. If the teacher, parent, administrator, and counselor/social worker approve the plan, the student will complete the work outlined on the Quality Work Plan and be assigned a new grade for the course. If the scholar leaves Del Lago, or the contract expires, the course grade will be recorded as the grade the student would have originally received at the end of the term.

[Learner Qualities from Cumberland](#)