



## Grading Guidelines - Retake of Assessments

As a parent, you may wonder how some of our grading practices described in our new [SCS Grading Guidelines](#) will work. Our grading practices emphasize mastering learning goals, and providing opportunities for retakes when needed.

Some may wonder, however, if students will simply take advantage of multiple opportunities to show mastery. "If you allow students to retake a test or redo an assignment without some sort of penalty, won't students be tempted to enjoy their evening doing other things, rather than studying for tomorrow's test? They know they'll get a second try, so why bother working hard to prepare for the first test?" As a faculty, we have thought about this issue too. When faced with academic challenges, students sometimes submit substandard work and surrender to a poor grade in order to avoid mastering the work. Some students might think, "Give me my grade and let's move on." When a teacher receives substandard work and insists that "the student gets what he gets," on a single test or assignment used to assess mastery we often get substandard results. But by teachers insisting on student redos or retakes, the academic outcomes will be better. Rick Wormeli, national educational consultant and author describes in [Redos and Retakes Done Right](#) how "allowing students to redo assignments is the best way to prepare them for adult life."

Still, how can we encourage students to avoid taking advantage of these opportunities to master the content without penalizing them for poor first assessment attempts? As the SCS faculty refines the implementation of these new grading practices, we will give consideration to the following:

1. For a redo of a composition, a teacher may require the student to submit the original paper, the revised improved version, and a composition that compares the two.
2. The redo may involve an alternate assignment if the teacher is concerned about the student memorizing the specific answers or a specific sequence. The redo may be made demanding to ensure that learning has occurred.
3. Teachers and students may work together to create a plan for relearning and provide evidence of the relearning before the redo. This could come in different forms including a day-to-day calendar of what they will do to prepare.
4. If the student is constantly asking for redos, perhaps the content is not developmentally appropriate or there may be significant learning differences that the school will address with the family to better meet the student's learning needs.
5. The student may be asked to only redo the parts of the assessment that they did not understand at the time of completing the original assessment.

Wormeli offers additional insights on this topic with these online videos "[Rewrites, Redos, Do-Overs, Part 1.](#)"

Faculty and administration will work to develop a consistent and fair approach to re-assessments in order to minimize opportunities for students to take advantage of the opportunity to prove mastery of content.

Sincerely,

Pete Conner, High School Principal

Christine Bradford, Elementary and Middle School Principal

### **Retake of Summative Assessments from the [SCS Grading Guidelines](#)**

All teachers will provide opportunities for retakes of summative assessments based on the following:

- If a student earns less than an “80%” on any given summative assessment, the teacher will make plans with the student for a re-assessment opportunity.
- Before the re-assessment is given, the student will be expected to complete all originally assigned formative assignments (readings, in-class assignments, homework, quizzes, drafts, etc.) preceding the unit summative assessment.
- Before the re-assessment is given, the student will also be expected to complete additional formative assessment practice work to be better prepared for success in the summative re-assessment.
- All re-assessments will be expected to be completed before the date of the next unit summative assessment. Teacher lesson plans will detail when these dates are anticipated, as unit lengths vary.
- Teachers will determine whether a student re-assesses one or two times.
- The re-assessment opportunity may not apply to all types of summative assessments.
  - Multi-step long term assignments’ final summative scores will not allow for a re-assessment. This is because in many of these assignments there will be multiple opportunities for improving student scores through continual teacher feedback for revisions possible on smaller units of student work.
  - If a final exam is offered, it will be considered a final grade without re-assessment opportunities. Also, some performance-based assessments might not have re-assessment opportunities.