

Assessment Guidelines

Rationale

The basic idea is this: we want to give students the incentive and opportunity to show that they can and will learn, and that their understandings are dynamic. This is impeded by grading everything, which makes it possible for a kid to dig a grave instead of just a hole. The point is to track development and to nurture it. The point is to have a systematic *effective* way of telling students what they do and do not know, and having them be able to remediate for themselves.

SBG is just breaking your class up and seeing assessments for what they are: indicators. Everything is an assessment. Learning is what matters; points are made up currency that have no value outside the school's walls.

Reassessment is just that. It is not retesting. It is the act of taking a multiple pictures of a student's understanding to get an actual image of what they know. This is a light-year step forward from taking one summative quiz, one test, and then forgetting all about it until the final (if it even comes back then).

Reassessment can either be student-initiated or teacher-initiated. That is: a student assesses poorly; decides to study the material again; and then comes in to do another problem, or teach you, or writes something new that you can reassess. On the other side of the coin are reassessments that the teacher initiates. When you give a quiz you can bring back old concepts that you want to get better pictures of. These can be bell ringers, quiz questions, interviews, projects that cover many topics, or whatever. All of these go into the same grade book and change the student's grade based on their current understanding.

Student Initiated Assessment Guidelines

Students can and should initiate their own re-assessments when they want to improve their performance on a standard. Some helpful guidelines to monitor this system:

1. Retakes are not a substitute for initial effort. A student must demonstrate that they are completing required tasks, practice, and study for any given skill in order to be eligible for retaking that skill. In other words, students cannot come to class unprepared or be off-task in class and then rely on the retake to improve their score. The focus is on learning and improving understanding, not manipulating the grading the system.
2. Student must know exactly what standard they want to attempt and how they want to reassess it; an attempt is a testing situation and must be taken seriously otherwise they forfeit their attempt for the day.
3. Students may retake any skill below a 3 as many times as they want up until one week before the end of the marking period.
4. Prior to completing the following steps in order to retake assessments, teachers must identify and communicate specific days and times that they are available for meeting with students (which may occur both in and out class).
 - a. Student and teacher must meet to review the mistakes in the original assessment.
 - b. Student must demonstrate that they completed further study and/or practice to prepare for the re-assessment.
 - i. Additional exercises during the session
 - ii. Additional exercises at home
 - iii. Review of additional sources

- iv. Evidence of work with a teacher, tutor, parent, peer, etc.
- c. After reviewing evidence (student demonstrates understanding through completion or explanation of skill development exercises), teacher and student can make arrangements for the re-assessment, which could be during the same session depending upon student preparedness.

Inputting Student Initiated Assessments in PowerSchool

When a student initiates a re-assessment and demonstrates improved performance, the teacher should replace one of the last 4 assessment scores for that standard with the new score. The teacher should make note of both of the scores in the comment section for the assessment that they are changing. See attached pdf for step by step instructions.