

A. Policy IKA, Grading and Reporting, as it pertains to reteaching and reassessment

1. Fair representation of a student's performance on a variety of measures over time
2. Opportunity for students to demonstrate mastery through a variety of methods
3. Meaningful feedback on student achievement to students and parents
4. Clear and timely communication to parents and students as to the grading criteria
5. Consistency within and among schools

B. Beliefs

1. Reteaching and reassessment are an integral part of a rigorous instructional cycle that promotes student learning. Teachers communicate achievement standards to students, plan instruction to meet learning goals, provide timely feedback to students on their performance, and offer additional opportunities for students to learn and demonstrate learning.
2. Teachers collect evidence of student learning, using a variety of methods over time.
3. Reassessment procedures are fair, promote effective teaching and learning, and are manageable within the instructional cycle.
4. Teachers exercise professional judgment, within the parameters of required procedures, for reteaching, reassessment, and collecting evidence of student learning to maximize student achievement.
5. Procedures for reteaching and reassessment are supported, monitored, and supervised.

C. Procedures

Reteaching and reassessment procedures will be applied consistently within and among schools. Local schools will ensure school-level processes, as approved by the school leadership team, for implementing the following procedures*:

1. Teachers will assess student learning in a variety of ways over time within a grading period.

2. Reteaching occurs when teachers or students determine that students are not meeting learning goals. The teacher determines the method and schedule for reteaching.
3. Reassessment opportunities are identified by the teacher before the original task/assessment and will occur within an instructional unit. Reassessment opportunities will be offered in every course. When these opportunities occur, the teacher will provide one reassessment opportunity per task/assessment.
4. When tasks/assessments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.
5. Assessments or tasks that provide measures of student progress within an instructional unit may be reassessed. The following assessments/tasks that indicate a final measurement of learning may not be reassessed**:
 - a. End-of-course or semester exams.
 - b. Assessments that end an instructional unit or period of study***.
 - c. Final research papers, reports, or essays
 - d. Culminating projects or performances
6. When a teacher offers a reassessment, all students may be reassessed, regardless of grade on original task/assessment, if they meet the following requirements: complete the original task or assessment, complete required assignments, and complete reteaching/relearning activities, as determined by the teacher****.
7. Grading procedures for reassessment must be fair and consistent and must promote achievement of learning goals. The reassessment grade replaces the original grade.
8. School staffs will communicate course-specific procedures in writing to students and parents at the beginning of a semester/school year, or when course-specific procedures change.

* Unique situations may arise which will require teacher and administrator discretion.

** A poor performance on a final assessment serves as a trigger for action that may include intervention. Opportunity for reteaching and relearning continues, while the opportunity for regrading does not.

*** Components of or individual items in end-of-unit assessments for Mathematics A, B, and C may be reassessed.

**** Just as a teacher determines required assignments when a student returns to school after an extended absence or other extenuating circumstance, teachers use professional judgment to determine required assignments for reassessment.

D. Examples

1. Reteaching/relearning activities may include but are not limited to the following:
 - a. Feedback on original task/assessment
 - b. Tasks assigned by teacher
 - c. Study packet
 - d. Review session
 - e. Whole or small-group instruction
 - f. Computer tutorial
 - g. Peer tutoring
 - h. Attending school or departmental study sessions
2. Graded formative assessments that may be reassessed partially, entirely, or in a different format to collect evidence of learning may include but are not limited to
 - a. Art—painting, photograph, drawing, sculpture
 - b. Multimedia—Web sites, videos, CDs, brochures
 - c. Presentations—multimedia presentations, panel discussions, symposia, skits, speeches
 - d. Compositions—graphic, written, spoken, musical, physical, computer programs
 - e. Displays—graphic organizers, concept maps, graphs, tables, charts, formulae
 - f. Records—journals, logs
 - g. Quick Writes—brief written assignments to assess understanding
 - h. Projects—research, experiments, investigations
 - i. Reports—written, spoken, multimedia presentations that synthesize concepts
 - j. Essays—extended written assignments in which the audience, purpose, topic, and form are selected by the student or teacher to assess writing or understanding or both
 - k. Quizzes—may include selected response, brief constructed response (short answer), and extended response (essay) items
 - l. Tests—may include selected response, brief

constructed response (short answer), and extended response (essay) items

3. A variety of methods to assess learning may include
 - a. Homework to evaluate learning
 - b. Participation that demonstrates understanding or skill
 - c. Discussion—Socratic seminars, literature circles, class discussion
 - d. Recitation—singing, playing an instrument, speaking in a foreign language
 - e. Simulation—participating in a mock trial or presenting a physical demonstration of a science concept
 - f. Construction—building a model of a molecule or of the communication process, assembling a circuit board
 - g. Movement—dancing, miming, responding to signals from teammates in a team sport
 - h. Procedure—following a process (for example, in a science, computer programming, medical careers, photography, art, television production, child development, restaurant management, or technology laboratory)
 - i. Application—using skills, knowledge, tools, or technology in new situations

E. Glossary

1. Assessment—process of collecting information about individual achievement that relies on a number of instruments and methods, one of which may be a test.
2. Complete original task/assessment—finish a task or assessment to the best of an individual's abilities (may be affected by skill levels of students with limited English proficiency or disabilities;) documented accommodations and modifications for students with English language learner plans, individual education programs (IEPs), or Section 504 plans must be considered.
3. Evidence of learning—any product or performance by a student that demonstrates understanding or skill after instruction, practice, and feedback.
4. Grading period—approximately a nine-week period, or quarter, at the end of which individual students' achievement of the concepts and processes taught during that period are reported.

5. Instructional cycle—recursive process of teaching and learning that begins with identifying learning goals and moves through the following steps: teacher assessment of student readiness, instruction, student practice, teacher feedback to students, ongoing formal and informal teacher and student assessment of student learning, teacher adjustment of instruction, reteaching and relearning as needed, and final formal teacher assessment of student learning.
6. Instructional unit—period of study organized around related concepts and/or processes as defined by MCPS curriculum; instructional units are sequenced to build upon each other and to reinforce previously taught concepts and/or processes and to preview subsequent concepts and/or processes.
7. Learning goals—outcomes for learning related to content standards and indicators or objectives identified in MCPS curriculum.
8. Reassess—informal and formal process of gathering evidence of student learning after reteaching and relearning; may involve regrading within specific parameters outlined in MCPS procedures for reteaching and reassessment.
9. Relearn—informal and formal process of improving understanding and performance through active participation in the instructional cycle, including seeking and applying teacher feedback, asking questions for clarification, practicing skills, refining content knowledge, and using available resources.
10. Reteach—adjusting a repeated delivery of content by addressing an individual student’s learning style, preference, interest, learning rate, and/or readiness.
11. Required assignments—learning tasks identified in MCPS curriculum and by teachers as essential to learning the concepts and processes addressed in an instructional unit.
12. Semester—approximately an 18-week period composed of two 9-week grading periods, or quarters, at the end of which individual students’ achievement of the concepts and processes taught

during that period are reported. In high school courses, a semester yields a 1/2 credit toward graduation requirements. A final semester grade in high school courses is determined by averaging the two quarter grades, except in computer science, English, foreign language, mathematics, science, and social studies, where a semester final examination is calculated as 25% of the semester grade.