



District Reassessment Practice 4-12:

Glassboro Public School District prioritizes learning, not grades. Therefore, this policy seeks to give second-chance assessment opportunities to students who have failed a *summative assessment* and to students who have earned below an 80%, the district's threshold for demonstrating proficiency. This practice shifts the focus to learning and growth and invites students to reflect on the feedback they receive which keeps them focused on learning and encourages them to grow as intellectuals.

Students wishing to take advantage of this opportunity must reach out to their teacher of record within two (2) days of receipt of their grade. The teacher will then provide additional opportunities for the student to further their understanding of the deficit skill. These opportunities are referred to as learning demonstration activities (LDAs) and are designed by the teacher and unique to each course. LDA's must be completed prior to reassessment. **Note -Time is of the essence. Therefore, students have seven days in total to a) schedule a reassessment, b) complete their assigned LDA's and c) reassess.**

Learning Demonstration Activity (LDA) examples: Teachers have the discretion to select which LDA's will best suit their students' individual needs. LDA's should target specific student learning deficits and present course content and skills in a new format. Teachers will independently determine the duration, format, and requirements for each LDA. Potential LDA examples include:

- Making corrections or revisions to the original assignment or assessment
- Additional targeted practice questions related to the skills and/or content expected of the original assessment.
- One-on-one time scheduled with the classroom teacher
- Personal reflections identifying students' own strengths and weaknesses, as well as self-designed learning plans to provide evidence of engagement before reassessment.

Reassessments: The format for reassessment will be at the discretion of the teacher and be based upon the individual learners needs. Examples include, but are not limited to, retaking the original assessment, completing an oral assessment, and/or taking a different version of the assessment that measures the same learning standards, but targets only the areas needing growth.

Additional information

- Teachers shall not average the grades of the original assessment and the reassessment.
- The reassessment grade should never result in a lower final grade on the assignment.
- The student must have attempted the assessment in the first place.

- Reassessments are to remain comparable to original assessments in content, standards, and rigor.
- Feedback is crucial. Teachers must provide students with feedback that identifies *how* students can improve. The goal is to learn from the reassessment, not just get a higher grade.