

# Redo, Retry, Reassessment Packet

(8/20/19)

Dear Student (Parent / Guardian):

On the back of this form is the SECOND step in completing a Re-do, Re-take, or Re-try for various assessments. Yes, many grades you earn could be eligible for redoing or retrying until you have sufficiently demonstrated (3+) that you have learned the material or skills.

0, 1, and 2s (<70) MUST redo/retry the assessment- they will have help!! (See grade rubric; last page)

**Having said the above, the option to retake, redo, or retry is subject to teacher discretion and is considered on a case by case basis.**

No, you will not get the same assessment.

Yes, you will be assessed on the same material or standard.

Yes, you will always get the retaken, redone, or retried grade- even if it is lower.

Yes, you may redo the redo!

The following is the general process for “learning better” and showing new evidence of mastery. This process may change or be altered at my discretion.

1. Discussion with me about whether or not you can (or MUST) retake / redo the assessment.
2. If permission is granted, fill out the back of this document- COMPLETELY and have appropriate signatures (you AND your parent/guardian).
3. Second discussion with me, during lunch, based on the information you provide on the reverse side.
  - a) Work with me on the Plan of Action
    - Determine what, specifically, you will be doing to learn the material and how I can be helpful in that endeavor.
    - Filling out a plan (that you will be held accountable for)- including a time line.
    - Establishing how you will show evidence for your learning (it will never be a multiple choice assessment)
  - b) Have parent sign the Plan of Action AND bring it back to me. I will make a copy to keep for my records.
  - c) Execute your plan, provide evidence of learning, earn better grades (and understandings!)

Name of Assessment \_\_\_\_\_ My Grade \_\_\_\_\_

What Science Standard(s) does this assessment provide evidence of learning for? \_\_\_\_\_

\_\_\_\_\_

Time I spent studying \_\_\_\_\_ hrs \_\_\_\_\_ minutes over \_\_\_\_\_ days. (estimated)

Techniques I used to study (how I studied):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Techniques that worked well for me (based on the questions I got correct on the test)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What did you do well on / what do you understand:

Growth Mindset: What do you need assistance in?

Growth Mindset: What four steps will you take in order to learn this content and/or skills?

- 1.
- 2.
- 3.
- 4.

Students Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

# Plan of Action

Student \_\_\_\_\_

Assessment \_\_\_\_\_

Associated Standard \_\_\_\_\_

\_\_\_\_\_

What I will be doing (at least four things)

How Mr. Pray can help me

Homework Center Days/Dates:

Mr. Pray's Availability: Lunch (by appointment), HOME Base- Day

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

As this student's parent or guardian, I am committed to helping them to be successful students and, ultimately, successful humans- to the degree we, as a family, define success.

With this in mind, my signature below indicates that I am aware of the plan for learning and will do my best to help them achieve their educational goal(s).

Parent \_\_\_\_\_

<b>Level (5 pt scale)</b>	<b>Descriptor</b>	<b>Grade book Equivalent</b>	<b>Redo - Retry</b>
5	<p style="text-align: center;"><b>Mastery</b></p> <p>Student has made excellent progress with regards to the unit or lesson's learning goals. On any given assessment, the student demonstrates understanding that spans recall, application, analysis, creation, or evaluation.</p>	100	No
4	<p style="text-align: center;"><b>Proficient</b></p> <p>Student has made very good progress with regards to the unit or lesson's learning goals. On any given assessment, both recall and comprehension of the material are very good with few errors. In addition, when appropriate, the student is able to apply their understandings to or analyze data of actual situations.</p>	88	May
3	<p style="text-align: center;"><b>Developing</b></p> <p>Student is making progress, either through action or explanation, towards unit or lesson's learning goals. On any given assessment, there are some errors in recall and conceptual understanding, while evident, is very basic.</p>	76	May
2	<p style="text-align: center;"><b>Basic</b></p> <p>Student has made basic progress, either through action or explanation, towards unit or lesson's learning goals. On any given assessment, there are numerous errors in recall and very limited conceptual understandings have been demonstrated.</p>	69	Must
1	<p style="text-align: center;"><b>Not Assessable</b></p> <p>Student has made minimal progress, either through action or explanation, towards unit or lesson's learning goals. Work or explanation is not sufficient to assess overall learning.</p>	64	Must
0	<p style="text-align: center;"><b>No Evidence</b></p> <p>Student has not demonstrated, either through action or explanation, any evidence of progress towards unit or lesson's learning goals.</p>	55	Must