

Marking Period 4 Suggestions for Assessments

On April 27, I sent a video to everyone regarding suggestion for Grading and Retakes as well a plan for a tentative deadline to things. Here is a written synopsis of what was said.

You all continue to amaze me. Email me if you have questions.

Mike

I. Giving Students A Reassessment

- It is always a good idea to allow students to recover learning to show mastery of concepts. However, in the remote setting, we're running into the situation of students trying to inflate the grade without recovering the learning. Here's how we stop this.

- Here's what is the directive was...
 - Flexible deadlines
 - Opportunities for reassessment
 - Take the higher grade on the reassessment not the average.

- Suggestions Based on a Proper Retake/Redo Procedure
 - Students are permitted to recover their learning
 - If a student wants to retest, you should put steps in place to allow them to do so such as...
 - Students should the practice work leading up to the assessment. This doesn't have to be all the work; it could just be work that you notice is essential for them to understand.
 - Students need to show you that they re-learned the material or re-studied.
 - Once they satisfied the re-learning concepts for you, they are then eligible for the reassessment. The idea here is that they noticed they had a deficiency, they relearned the material, and they reassessed to showcase their new learning. This is very different than grade inflation.
 - If a student did well on all the material leading up to the assessment and didn't do well, chances are they are a conscientious student. That student should send correspondence as to what they feel they made a mistake on and why and engage in the recovery process with you.
 - Important note: You don't have to give the students the whole test or even the same test. You can have them just retest on the things they got wrong. Obviously, if it's multiple choice or true/false questions, you might want to have the students write a

more in-depth analysis of what the correct answer is and why, this eliminates them playing the process of elimination game.

II. Encouraging the students to do work and deadlines

- Clearly our deadlines are fluid, but there needs to be some parameters in the remote setting. During the video on Monday, I presented a suggestion to help ease the burden on teachers.
- Set a deadline for when you will grade an assignment (week/2 weeks).
- Continue to work to get the student to turn the work in, especially for major assessments. If after two weeks, you still haven't gotten any work, put the zero in the grade book and move on.
- You don't need to provide constant reminders at that point. For sure if the student turns it in, you'll grade it but you're no longer expected in the remote setting to continue to chase down the student for the grade.
- Granted, if you as a teacher decide you want to continue past the two-week mark to get work that is two weeks old, keep in mind that totally fine and your call.
- Everything listed in the above bullets in in this section is strictly a suggestion to ease the grading burden.