**CAMERON MIDDLE SCHOOL 2013-2014**

*Re-Teaching and Re-Assessment Procedures*

* **Why Re-Teach/Re-Assess?**

We must first consider our beliefs about the guiding principles for students and learning. Do we all believe that…

* Mistakes are inherent in learning
* Students learn in different ways
* Students learn in different time frames
* Success breeds success and influences esteem, attitude and motivation

If as a staff we believe and value these guiding principles, then we must have procedures in place to re-teach and re-assess to ensure our students are learning and that we are able to provide meaningful feedback so that students have a clear picture of their achievement levels.

* **When to Re-Teach/Re-Assess?**

It is crucial to always stay focused on our essential learning objectives to help guide us in when to allow for re-teaching and re-assessing opportunities. A student reaching at least a “proficient” level, or higher, on all ELO’s is our primary goal. When a student has shown that their current achievement level is causing them to achieve at levels below the “proficient” level (below 82%) then re-teaching interventions need to be implemented followed by re-assessment opportunities.

* **Examples**

Re-teaching and re-learning opportunities may include but are not limited to the following:

1. Individual, small group, whole group instruction during class time, RTI, before/after school tutoring
2. Ensuring that all foundational practice assignments were completed. If not, the student must complete those assignments and have them checked/monitored by the teacher
3. Self-Paced Technology (ex. Moby Math)
* **Procedures**

If a student is performing below the “proficient” level on learning goals that are aligned to our power standards and ELO’s they will be expected to participate in re-learning opportunities.

* 1. The student must have turned in all practice assignments. If not, the student must complete the practice assignments under the guidance of the teacher.
	2. The student will also be expected to engage in a re-learning activity such as those listed above. Teacher discretion will be used to assign appropriate re-learning opportunities.
	3. The student will be allowed to re-assess to show mastery as needed as long as they have followed the procedures listed above.
	4. The student may be re-assessed partially, entirely or in a different format, as determined by the teacher.
	5. Once a student has reached the “proficient” level, their score will reflect an 82% or 2.5 on a four point scale. This grade will replace all lower grades previously earned on that particular assessment.
	6. Any student that meets the “proficiency” target on the first assessment will be allowed to advance their overall score by engaging in higher level activities implemented at teacher’s discretion. (ex. peer tutoring, oral defense activity, performance event)