

## Secondary Retest/Redo Guidelines

### CFISD Grading Pillars

- A grade is a mark in time that reflects a student's progress along the learning continuum associated with the activity, assignment, or test.
- Students learn at different rates and through different learning activities.
- Students should have multiple opportunities and types of assignments to demonstrate mastery of the TEKS.
- Teachers must pre-assess and constantly respond to formative information that measures every student's progress toward the learning goal.
- Grading processes should occur in a timely manner, provide feedback that redirects the student, and identifies areas of improvement or future growth.

**EIA (Local):** The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

### Retest/redo Guidelines

The following criteria should guide retest/redo practices.

- A student should have one opportunity each grading period in each course to retake a test for which he/she earned a failing grade (a grade below 70).
  - The highest grade a student can earn on a test retake will be a 70. A student may not earn a grade lower than the original grade.
  - Prior to retesting, the teacher should require an intervening action (tutorial attendance, study group, test correction, etc.) before taking a retest.
  - DPMs or benchmarks are not included in the retest opportunity.
- Teachers should allow students to redo at least one daily grade or class assignment for which the student received a failing grade.
  - The highest grade a student can earn on a redone assignment will be a 70. A student may not earn a grade lower than the original grade.
- Teachers may work with students on formative assignments through re-teaching opportunities in order to allow students to demonstrate mastery of the TEKS.
- Grades assigned/earned within a grading period must be posted within the same grading period.
- Grading closes at the end of the grading period.

Other grade/grading considerations are listed.

- Completion grades should not impact a student's grade. These grade types do not indicate mastery.
- Students should not receive grades for bringing classroom supplies or for other non-academic actions or behaviors (parent attendance at open house, student's clothing choices, etc.).
- Notebook grades should not count as major grades.
- Grades should not be used to increase the return of items requiring a parent signature.
- Behavior should not influence a grade.
- Rubrics should reflect mastery of content and not appearance of the product.
- "Extra credit" or additional points should correspond with a higher or increased level of mastery and not simply additional work. Extra credit should be offered to all students equally.