

William J. Clark Middle School “Do-Over” Practice

Assessment “Do-Over” is a theory based on the premise that learning is a function of time and not ability. If practiced well, having students “Do-Over” assessments will transfer learning from the teacher to the student.

The “Do-Over” practice

- Is not enabling students or giving them a reason to procrastinate
 - Is not unlimited testing without deadlines
 - Is not an opportunity to water down the curriculum or inflate grades
 - Is not giving the same test twice
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- The “Do-Over” practice only takes effect if the student has genuinely attempted the assessment. Students who refuse to take the original test, purposefully mark random answers, fail to complete the original assessment, or turn the original assessment in late are not eligible for a “Do-Over”.
 - Only major assessments (Tests, Quizzes, Common, and Formal Assessments) will be allowed “Do-Over”. State wide assessments, district benchmark assessments, and Extended Learning Activities will not be allowed to “Do-Over”.
 - The new grade may not exceed a “70”.
 - A tutorial session may be required to “Do-Over” the assessment.
 - Upon receiving the grade less than 70, the student has five (5) days to “Do-Over” the assessment.
 - Students will not be allowed to “Do-Over” assessments during the last two weeks of a grading period.
 - If second attempts and revisions become habitual, a parent conference will be required.
 - The format or order of the assessment may vary from the original.
 - Students will be allowed only one (1) “Do-Over” per assignment.
 - PROJECTS/MULTI-PAGE PAPERS- Core Subjects Only: Teachers create check points throughout the project/paper with timely feedback to the students. Projects will not fall under the “Do-Over” practice.
 - PROJECTS- Fine Arts Subjects Only: Due to different assessment weighting than core subject areas, Fine Arts classes may have students “Do-Over” Projects.