

Background:

Definition of Reassessment: When a student performs on an assessment, receives the results, and is provided subsequent opportunity to demonstrate understanding of previously assessed outcomes or skills. Reassessment is most effective when new learning occurs, and a student reflects on previous learning. Demonstration or evidence of actions taken to learn outcome(s)/skill(s) for reassessment may result in demonstration of higher achievement on outcomes.

Definition of Credit Recovery: Credit recovery occurs when a student has failed a high school course and is provided with an opportunity to demonstrate learning on specific outcomes not achieved in the initial assessment to earn the high school credit. This is not reassessment.

Students who have not completed the initial assessment should be provided with opportunity to do so within reasonable time frames; this is not considered reassessment.

Purpose:

Reassessment, initiated by either the student or the teacher, is an essential component of the feedback loop that is necessary for student growth and learning rather than simply boosting grades. It provides students the chance to further demonstrate learning and to show that they have successfully improved their understanding and/or skills.

Guidelines:

1. Teachers outline the course expectations in a course syllabus (for high school) or in a welcome letter/communication home (for elementary or middle school) which includes information on reassessment opportunities and processes.
2. Eligible reassessment should occur within a reasonable timeframe (within 10-15 school days) of the student receiving feedback on the initial assessment and opportunities should occur throughout the course. For semesterized courses initial assessments given towards the end of the course can be reassessed in the final assessment period with a maximum of 2 items per course reassessed during the final assessment period. The 2 assessments are collaboratively chosen by student and teacher.
3. The teacher, using their professional judgment, may limit the number of reassessment opportunities available per skill/outcome, per course and/or per student.
4. Reassessment opportunities may take different forms depending on the nature of the course, the course content, and the course and assessment design. Not all assessments can be offered for reassessment. Reassessment rigor is parallel or comparable to the difficulty level of the initial assessment.
5. Reassessment pieces are not averaged with initial assessment.
6. Teacher professional judgement is used to determine the final grade in a course based on the collection of evidence that includes product, conversation and observation.
7. Students are not excluded from reassessment opportunities due to behaviour or attendance issues.

Reference:

RVS AP 360 Assessment and Communication of Student Learning

Principles for Fair Student Assessment in Canada

Alberta Education Teaching Quality Standard

Guide to Education ECS to Grade 12

Education Act Section 11, 18, 31, 32, 33, 53, 56, 196, 197, 222