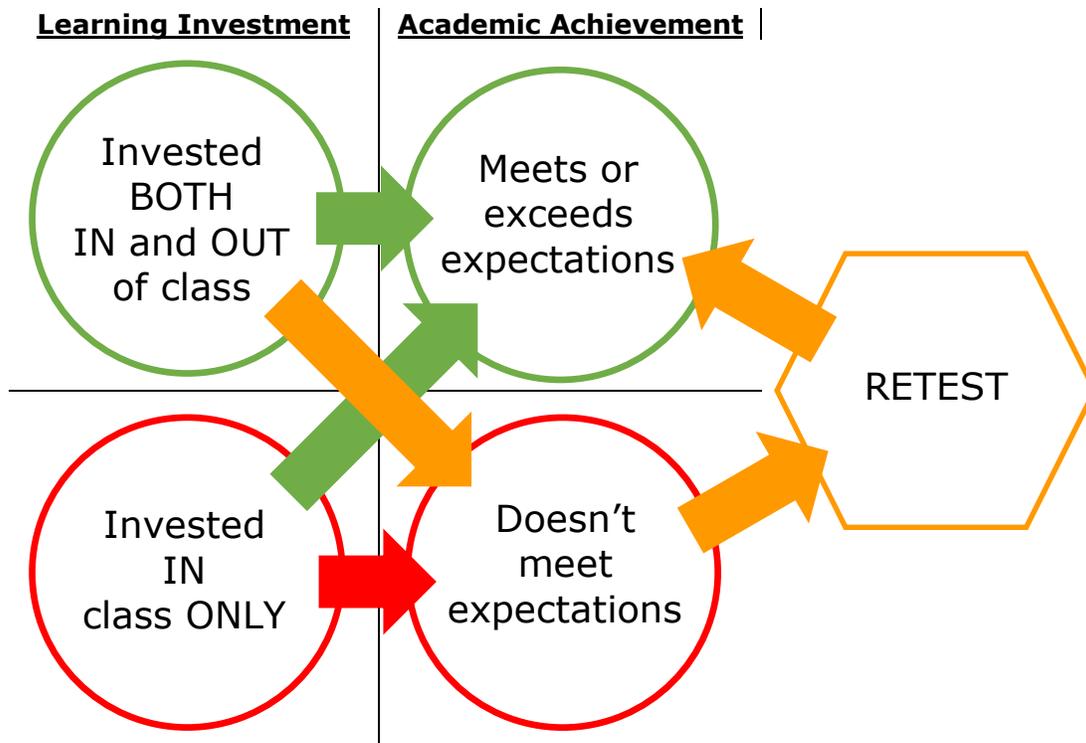# Retesting
Yay or Nay?

Operational Statement - Student success is paramount. Everything should be done to improve student achievement provided it does not undermine student learning.

Question – Does retesting support a Guaranteed and Viable Curriculum and Assessment?

Curriculum	Assessment
Guaranteed – means that no matter who teaches a given course or grade level, students in that course or grade level will receive the same content.	Guaranteed - means that each student will put forth a genuine effort to demonstrate academic achievement on every assessment.
Viable – means that the content has enough focus that teachers have adequate time and resources to teach it.	Viable – means that teachers have adequate time and resources to generate valid and reliable assessments.

Questions:
- Does retesting support a guaranteed and viable assessment?
  - Are students making a genuine attempt on the first test? Are students gaming the system and counting on the retest?
  - Are teachers provided time and resources to generate a new retest?
  - Does administering the original test as the retest undermine student learning?
- What's the students' cost/investment to retest? All non-academic tests have a cost/investment associated with retakes?
- Which works better in a percentage-based grading system with set grading periods: mastery learning (retesting) or standard-based grading?

Standard-Based Grading is a system of assessing and reporting that describes student progress in relation to standards. SBG requires transparency in all elements of the curriculum, instruction, and assessment.

Mastery Learning is a system of assessing and reporting that requires students to achieve mastery of current material before moving onto subsequent material. If a student doesn't achieve mastery on a test, they receive remediation and are then tested again.