

Key Points:

- This model requires teachers to plan instruction with the final summative assessment in mind. All lessons and activities, as well as all formative assessments, must be directly aligned to the unit's summative assessment. The point totals for the sections on the summative assessment must correlate to the point totals of the formative assessments.
- Teachers will not have to create additional assessments for second-chance learning because the summative assessments will be aligned to the formative assessments for that unit.
- It is recommended that teachers avoid giving summative assessments during the last week of a quarter. The quarter's end does not need to create a roadblock to additional learning opportunities and reassessment, however. Grades can be changed after quarter's end.
- Students must complete the Second-Chance Learning Plan in order to have second-chance opportunities.
- All re-learning opportunities occur outside of the classroom and are the primary responsibility of the student. Students should take ownership of the re-learning process.
- Issues unrelated to content knowledge can be identified. For example, specific test questions types that present challenges to some or all students can be identified.