

Grading: Redos & Retakes

April 27, 2026



Grading Procedures at NFHS



- Grading Procedures and Requirements are outlined in the Staff Handbook
- Course outlines for grading must be published by every department and transmitted to students.
- The course outline must be the same for all teachers teaching the same course, with the same grading procedures.

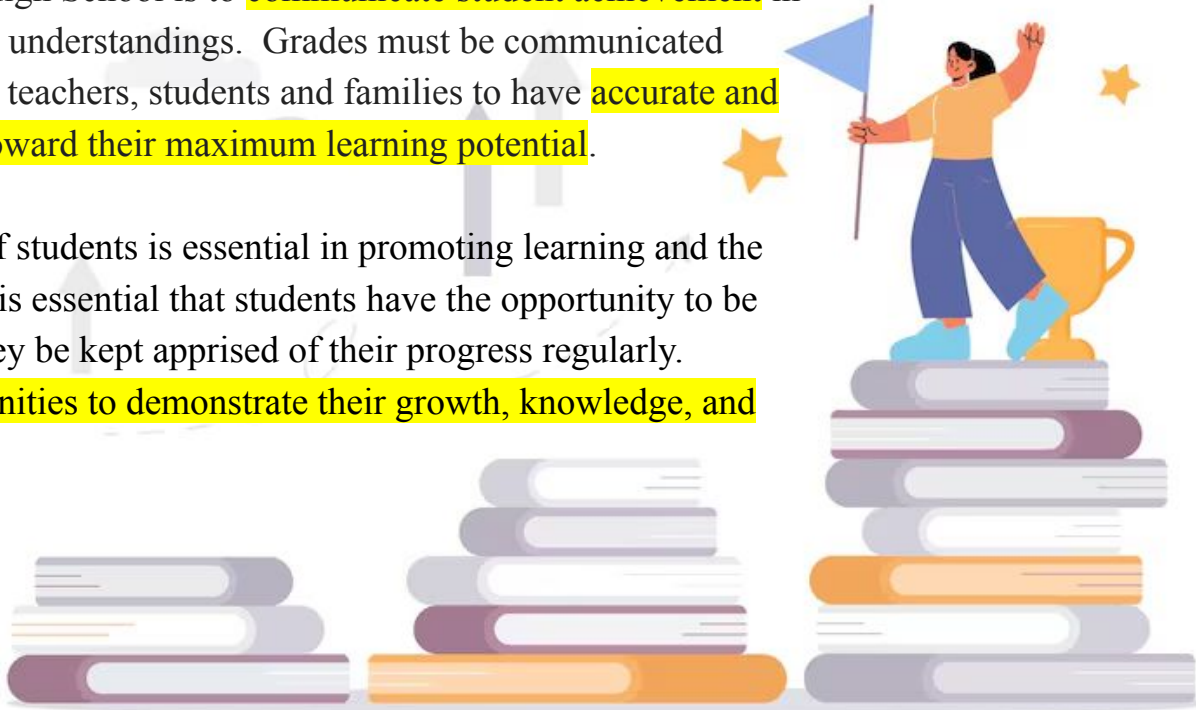
Purpose of Grading

Grades and Report Cards

The purpose of grading at New Fairfield High School is to communicate student achievement in reference to course standards and essential understandings. Grades must be communicated clearly and in a timely manner in order for teachers, students and families to have accurate and actionable information to guide students toward their maximum learning potential.

Effective, consistent, and fair evaluation of students is essential in promoting learning and the development of positive pupil attitudes. It is essential that students have the opportunity to be successful in school endeavors and that they be kept apprised of their progress regularly.

Students should be given multiple opportunities to demonstrate their growth, knowledge, and abilities.



Assessment *OF* Learning

Assessment of Learning

Summative assessments are assessments for which the primary purpose is to evaluate and assign a mark or grade based on a standard at the end of an instructional unit. Course grades should primarily be based on summative assessments, which should be focused on specific standards.

In order to emphasize student progress towards course standards and essential understandings, **homework assignments may not count for more than 5% of the overall grade in a course.**

In the 84-minute block period, assessments should generally be planned for 40 minutes in length. This allows teachers to adjust assessment timing for students with documented accommodations, as well as to review student questions, understanding of the assessment, etc. with immediacy.

This will allow summative assessments to be more frequent and ensure that students are given feedback in the form of teacher comments, grades, peer review, etc. in a timely manner. This will also give students and teachers the opportunity to redo or retake summative assessments in a timely manner. Summative assessment scores must be entered into the online gradebook within one week (inclusive of weekends) from the date of assessment.



A+

A

A-

B+

B

B-

Assessment *FOR* Learning

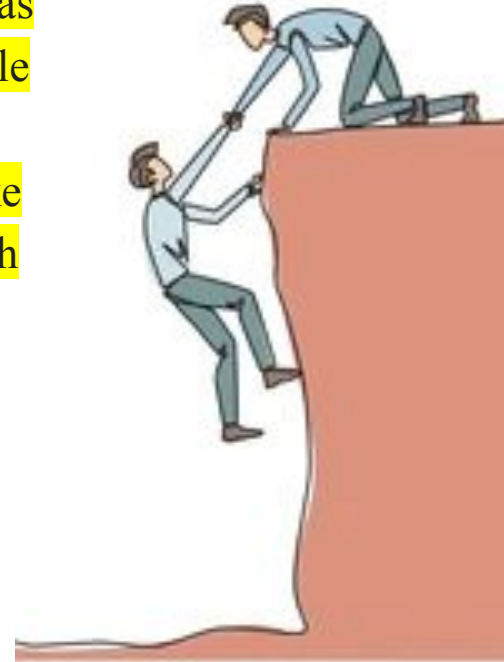
Assessment for Learning

Formative assessments, or assessments for which the primary purpose is a check of progress and gathering of data for teachers to use for instructional planning, should generally be excluded from grade calculations. Teachers are encouraged to either exclude these entirely from their online gradebook or to assign a weight of “0” to communicate progress without being included in the summative evaluation.



Assessment *FOR* Learning

Teachers should allow for the opportunity to redo or retake summative assessments to support student progress towards standards. Redoing an assessment with the goal of performing at the standard is always preferable to “extra credit” assignments. Redos and retakes are not intended to be infinite do-overs for lack of preparation. The opportunity to redo or retake an assessment should require the student to discuss their performance with their teacher within a defined time frame to complete the assessment.



Rick Wormeli on Redos & Retakes

