

---

## FAQ

---

**Q: Can my student still earn Honor Roll with this system?**

A: Yes! The same rules from previous years will apply. Students who earn an A in all of their classes will be recognized as having earned High Honors. Students who have earned a combination of an A or an B will be recognized as having earned Honor Roll status.

**Q: How is remediation different from reassessment?**

A: Reassessment is when a student has shown difficulty with a small portion of a larger concept. Remediation is when a student has shown difficulty with many components of a larger concept. Reassessments can be done at any time for full credit and should be attempted before remediation is considered.

We hope that this information will help you to understand the transitions that Hudson Memorial School is undergoing. Your support, thoughts, and questions are appreciated as we go through this process.

## Assessment & Reassessment Procedure

- Prepare for each assignment the first time.
- Once returned from the teacher, review the material for feedback.
- Student should have a conversation with the teacher about what the reassessment steps should be if deemed appropriate.
- A plan for reassessment of an individual assignment should be completed between the teacher and student.

\*\*Reassessments are available to all students for all graded assignments for a higher grade. This is done to encourage students to continually try to improve their learning and understanding.

## Remediation Procedure

---

1. Prior to any remediation process taking place, the student and teacher should be working to reassess work along the way. Remediation is to be done after reassessments have already been attempted.
2. The teacher, student, and parent/ guardian need to meet (this can be done via a phone conference call) to discuss what topics need remediation, when it will take place, and the intended outcomes.
3. An Individualized Academic Remediation Plan is completed and signed by both the teacher and the parent / guardian.
4. The student is to actively participate and follow the agreed upon Remediation Plan.
5. A Remediation Coordinator will be selected from the student's team of teachers will be monitoring the student's progress.
6. Once a student has shown proficiency through the remediation process, they will complete the Student Reflection about the process and what they can do differently for the future.

# Hudson Memorial School

---

## Reassessment & Remediation

---



---

## Why the change?

---

In our efforts to transition to a competency-based curriculum, Hudson Memorial School has begun to adapt our grading and reporting practices to appropriately measure a student's progress towards competency proficiency. This progress grade does not reflect a student's behavior and effort. Respect, Responsibility, and Hard Work will continue to be noted in our work study practices.

---

## What it looks like

---

- Academic grades will show a student's true understanding or progress toward understanding of curriculum.
- Grades for each class will indicate a student's level of proficiency, progress towards proficiency, or a lack of evidence.
- Individual assignments will still be given a numerical grade where proficiency has been achieved. Where proficiency has not been achieved a code of IP or NE will replace a numerical grade for the assignment. Here, IP indicates that the individual assignment is In Progress and NE means the individual assignment has not been received by the teacher and therefore, there is no evidence to assess the student's proficiency.

---

## Grade Reports

---

- A = Exceeds Grade Level Expectations
- B = Meets Grade Level Expectations
- C = Approaching Grade Level Expectations
- IP = In Progress (An Individualized Academic Remediation Plan may be in place and progress is being made toward proficiency)
- NE = No Evidence (An Individualized Academic Remediation Plan is in place, but no evidence towards proficiency has been completed.)
- NA = Topic has not been Assessed

---

## Words & Terminology

---

- **Competency:** The content, concepts, and skills expected to be learned in a course. Students show competency by transferring mastered skills and concepts to a new authentic performance task.
- **Curriculum:** The content that is expected to be learned.
- **Formative Assessment:** Practice work that informs teachers and students of areas of strength and weakness.

- **Mastery:** Meeting the given expectations for the acquisition and demonstration of a skill or concept of grade level standards at a high level.
- **Performance Task:** An authentic task that requires students to use mastered skills and concepts in new and meaningful ways.
- **Proficiency:** Meeting the given expectations for the acquisition and demonstration of a skill or concept of grade level standards.
- **Reassessment:** An opportunity for students to continue the learning process and show their knowledge and skills more than one time.
- **Summative Assessment:** An assessment that measures knowledge of several connected concepts and skills in meaningful and authentic ways.
- **Work Study Practices:** Behaviors that enhance learning achievement and promote a positive work ethic.

---

## For More Information:

---

NH DOE Bureau of Instructional Support  
and Student Assessment:

[education.nh.gov/instruction/accountability/index.htm](http://education.nh.gov/instruction/accountability/index.htm)