ASSESSMENT POLICY

General Assessment and Reporting Guidelines for All Courses

The SBISD Grading Policy applies to all courses grade levels 6 -12.
https://cms.springbranchisd.com/Portals/378/Secondary_Grading_Expectations_2017_18.pdf?ver=2017-08-18-152358-180

Following SBISD policy, at least **10 grades** will be reported within a report card grading cycle.
The ten grades include at least two major grades.

Grading calendar: According to SBISD Local Policy,
The District shall issue grade reports/report cards every six or nine weeks on a form approved by the Superintendent or designee.

Interim progress reports shall be issued for all students after the third week of each grading period.
Westchester Academy for International Studies is on a Nine Week Grading Calendar.

Fall Semester	Spring Semester
First 9 Weeks Report Card	Third 9 Weeks Report Card
Second 9 Weeks Report Card	Fourth 9 Weeks Report Card

In addition to the above-mentioned SBISD Policy, all MYP courses (grades 6 – 10) will follow the MYP Grading Guidelines:

All assessments will be a combination of traditional assessments and criterion related assessments. The criterion related assessments are summative tasks, which are cumulative. These are graded utilizing a "best-fit" approach on subject-specific rubrics. In addition:
- Rubrics *will* come from the appropriate IBMYP subject guides and modified by teachers to ensure rubrics are **task specific** and age-appropriate.
- Rubrics *will* be provided to students before the assessment/task is given.
- Students *will* have the opportunity to self-assess using the rubrics.
- Percentage grades *will* be determined using the appropriate IBMYP Grading Achievement Level. (See next page.)
- The percentage grades AND rubric grades for individual assignments *will* be reported to students and are available in ManageBac.
- Each criterion *will* be assessed at least twice per year. The expectation is to achieve a balance of criteria throughout the year.

All general assessment guidelines *will* be followed in addition to the following-
To meet quality assurance needs**, the teacher will:**
- Select the appropriate criterion rubric that aligns with the content of the unit being taught creating a valid assessment tool. Criteria used on an assessment task must be connected to the task in a meaningful way.
- Assign the appropriate criterion categories in ManageBac to document the assessment of each objective.
- Retain scored examples of student work for submission to the IBO for each *Objective/Criterion.*
- Generate a Final 1-7 MYP grade based on these summative judgments once a year.
- Report MYP final grade to both students and parents (in the spring semester).

MYP Objectives & Criteria				
Language and Literature			**Language Acquisition**	
Criterion A	Analyzing	Criterion A	Comprehending spoken and visual text	
Criterion B	Organizing	Criterion B	Comprehending written and visual text	
Criterion C	Producing text	Criterion C	Communicating in response to spoken, &/or written &/or visual text	
Criterion D	Using language	Criterion D	Using language in spoken &/or written form	
Individuals and Societies			**Sciences**	
Criterion A	Knowing and understanding	Criterion A	Knowing and understanding	
Criterion B	Investigating	Criterion B	Inquiring and designing	
Criterion C	Communicating	Criterion C	Processing and evaluating	
Criterion D	Thinking critically	Criterion D	Reflecting on the impacts of science	
Mathematics			**Arts**	
Criterion A	Knowing and understanding	Criterion A	Knowing and understanding	
Criterion B	Investigating patterns	Criterion B	Developing skills	
Criterion C	Communicating	Criterion C	Thinking creatively	
Criterion D	Applying mathematics in real world contexts	Criterion D	Responding	
Physical and Health Education			**Design**	
Criterion A	Knowing and understanding	Criterion A	Inquiring and analyzing	
Criterion B	Planning for performance	Criterion B	Developing ideas	
Criterion C	Applying and performing	Criterion C	Creating the solution	
Criterion D	Reflecting and improving performance	Criterion D	Evaluating	
Interdisciplinary			**MYP Projects**	
Criterion A	Integrating knowledge and understanding	Criterion A	Investigating	
Criterion B	Synthesizing	Criterion B	Planning	
Criterion C	Communicating	Criterion C	Taking action	
Criterion D	Reflecting	Criterion D	Reflecting	

MYP Grading Achievement Levels

0-8 Scale Conversion to SBISD Scale	
8	100
7	93
6	88
5	82
4	77
3	71
2	65
1	60
0	50

Grade	Final MYP Grade Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.

Philosophy and Description of the School's Use of Programme Assessment Criteria

SBISD Local Policy says, the principal purpose of the grading and reporting of student progress is to engage educators, students, and parents in the process of increasing student achievement. Parents shall provide any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program.

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives.

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These quidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to parents and students.

Grades shall reflect academic achievement and shall not be based on nor adjusted for nonacademic criteria, such as discipline, attendance, tardies, or participation in extracurricular activities, except as provided by state law and set out in local policy.

Processes for Recording and Reporting DP Assessments

There are two types of assessments in the Diploma Programme… Internal Assessment (IA) and External Assessment (EA). Teachers break up the IA and grade it in parts. The type of grade they give it varies by teacher. Some parts are daily grades. Many give the final IA a major grade. The major grade is based on completion, meeting intermediate deadlines, turning the final IA in on time and the reliability % in TurnItIn.

Most of the External Assessments are the May exams. For English and foreign languages, there is an additional external assessment called the Written Assignment. Teachers give grades on the written assignment. Theatre Arts and Visual Arts do not have May Exams. Students complete their External Assessments, which are uploaded to IB for examiners to read. Those teachers use grades as periodic checks to make sure students are staying on track. Depending on the specific task, the grades fall into a variety of categories from daily to major grades.

An Extended Essay Grade is posted to the students' transcripts. The grade is not calculated into GPA and does not impact class rank.

Assessment For all Students

Formative assessments are implemented frequently to inform, students, parents, and staff of individual progress in Texas Essential Knowledge and Skills (TEKS), College Board for AP, IB, and local standards.

Examples of formative tasks are:

• short quizzes,	• self-reflection,
• anecdotal/observation records,	• self-assessment,
• exit tickets,	• peer assessment,
• independent practice work,	• and questioning strategies
• class discussions/debates,	

Summative tasks are cumulative and linked to formative assessments. Assessment tasks should take into account any learning support requirements, the use of appropriate and varied assessment tools.

Schools.)

Inclusion: Students with Individual Education Plans participate in all assessments with the accommodations defined by the Admission, Review, and Dismissal Committee. Students learning the language of instruction (which is also the language of assessment) are assessed according to the individual plans determined by the Language Proficiency Assessment Committee (LPAC) and per state requirements. WAIS has an Inclusion Policy, which includes this information.

State Assessments: The state of Texas requires end of the year assessments, currently called the State of Texas Assessment of Academic Readiness (STAAR), for all students in grades 3-8. Students in High School level classes take state-written End of Course (EOC) exams. Seniors may be required to take the TSI for college readiness standards.

STAAR/EOC	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Reading	X	X	X				
Writing		X					
Math	X	X	X				
Soc. Studies			X				
Science			X				
English I				X			
English II					X		
Biology I				X			
US History						X	
Algebra I			X	X			
TSI							X

Additional Assessments:
Grades 8/9   PSAT
Grades 10/11   PSAT-NMSQT
Grade 11   SAT

Assessment	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
PSAT			X	X			
PSAT NMSQT					X	X	
SAT						X	
ACT						X	
Duke Program (SAT/ACT)		X					
STAMP Dual Language	X	X	X	X			
MAP (Math, Reading, Science)	X	X	X				
TELPAS (ELL's)	X	X	X	X	X	X	X
AP			X	X	X	X	X
DP							X

References:

IB Publication: *Career-related Programme From Principles into Practice (December 2015)*

IB Publication: *DP: From Principles into Practice (April 2015)*

IB Publication: *Guidelines for Programme Evaluation (May 2017)*

IB Publication: *Handbook of procedures for the Middle Years Programme: Assessment 2016 (updated)*

IB Publication: *MYP: From Principles into Practice (September 2017)*

SBISD Grading Expectations 2017, Spring Branch independent School District, Houston, Texas; https://cms.springbranchisd.com/Portals/378/Secondary_Grading_Expectations_2017_18.pdf?ver=2017-08-18-152358-180, last viewed April 1, 2018.

The Assessment Policy supports and is supported by these WAIS policies: Academic Honesty Policy, Inclusion Policy, and Language Policy.

Policy Review Process:
This policy will be reviewed and revised in accordance with policy changes in IB, state and local policies every five years or as needed. Reviewed by committee and presented to faculty and staff.

Updated and *adopted by consensus of the faculty on May 2, 2018.*