



# ASSESSMENT POLICY

Mirabeau B. Lamar Senior High School

Lamar High School is an International Baccalaureate World School whose goal is to provide the best opportunity for a diverse group of students to receive a rigorous, internationally accredited education, with a broad range of extracurricular activities, in a safe and nurturing environment. The goal of the IB is for students to be challenged academically, while also finding creative and physical fitness outlets, getting involved in the community around them, and developing a global view that takes the student beyond their immediate environment.

**UPDATED AS OF SPRING 2025**

## Philosophy

Assessment at Lamar High School is not only used to measure learning, but also used to drive instructional practice. Varied strategies are used to capture data and inform instruction. The intended result is development of the student as a lifelong learner.

## Stakeholder Expectations

We expect **students** to own their learning, by:

- Working diligently to meet deadlines
- Asking questions to clarify and extend their thinking
- Collaborating with peers and seeking feedback
- Submitting original, authentic work for assessment
- Reflecting on progress and performance, noting opportunities for growth

We expect **teachers** to support students, through:

- Being knowledgeable in their discipline, as well as in approaches to teaching and learning
- Guiding student inquiry
- Collaborating vertically and horizontally to continuously improve instruction • Facilitating effective and meaningful learning experiences
- Using assessment results to improve teaching and learning
- Providing students with accurate and timely feedback on their performance and opportunities for growth
- Reporting assessment results using the district grade reporting tool that is accessible to students and parents
- Using of a broad range of formal and informal assessment methods, which allow students to demonstrate their learning in a variety of ways.
- Providing students with regular opportunities for reflection on their learning and the learning process.
- Designing assessment tasks that allow students to achieve at the highest levels in both familiar and unfamiliar contexts.
- Providing students with rubrics that define expectations for assessment tasks and align with subject area criteria.
- Providing students with exemplars that illustrate high levels of achievement on assigned tasks.
- Using assessment data to set goals that address students' learning needs, to plan learning experiences, and to drive instruction
- Reflecting regularly on assessment practices to seek opportunities for improvement

We expect **campus leaders** to support teachers and students, by:

- Providing effective and timely feedback to further teachers' professional growth • Collaborating across disciplines to promote best practices
- Acting as stewards of resources
- Ensuring continuous reflection is used to further development of approaches to teaching and learning
- Providing a safe and nurturing environment which promotes access to a rigorous education for all

students

We expect **parents/guardians** to support student learning, by:

- Partnering with students to set academic goals and monitor progress towards those goals.
- Maintaining awareness of class activities through the students' HUB courses
- Continuously monitoring student progress through PS connect tool
- Communicating with teachers and school leaders about student progress with PS connect tool

We expect **all members** of the Lamar family to strive to embody the IB learner profile.

### Formative and Summative Assessment

We use formative assessment on a daily basis to measure students' progress and gauge ongoing understanding throughout a learning experience. Teachers use a variety of assessment strategies, which may or may not involve technology, in order to monitor student learning. Results of formative assessment are continuously used to refine instruction and report progress.

We use summative assessment at the end of a teaching unit or concept for the purpose of evaluating mastery. Teachers use a variety of assessment methods such as presentations, projects, portfolios, performances, and exams in order to assess the level of mastery demonstrated by the student. The level of mastery is determined using a pre-published rubric.

All teachers are expected to engage in and adhere to the following:

### Planning

Teachers plan coursework utilizing the aims and objectives of the IB for that subject as well as the designated learning outcomes, as outlined in the TEKS.

Teachers design authentic and meaningful learning experiences that allow new learning to be scaffolded and differentiated for the individual needs of our students.

Teachers collaborate to plan and publish deadlines that help students manage their workload and progress.

- In the MYP, culminating tasks are designed for the end of each unit of work.
- In the DP/CP, coursework is designed to prepare students to show mastery through formal summative IB assessment components.
- DP/CP teachers collaborate to publish and adhere to reasonable timelines for internal and external assessments.

Assessment is criterion-related, allowing student achievement to be judged against clearly defined pre-determined descriptors.

- DP/CP teachers use IB task-specific assessment criteria found in the IB subject guide for all internally and externally assessed work.
- DP/CP teachers design formative assessment tasks that prepare students for success on their IB summative assessments.

- In the MYP Disciplinary Unit Planners, subject groups must assess all strands of all four assessment criteria at least twice in each year of the MYP. In the MYP, subject-group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally include the following descriptions: limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.
- One of the key features of the MYP is its emphasis on interdisciplinary teaching and learning. This trait emerges as a consequence of the challenges and opportunities of educating students in, and for, a complex and highly interconnected world. Interdisciplinary learning is the process by which students come to understand bodies of knowledge and ways of knowing from two or more disciplines or subject groups, but typically not more than three. One Interdisciplinary unit between two subject groups must be completed in a given year.

### Standardization of Assessment

When there is more than one teacher of the subject, teachers collaborate within the subject to standardize application of the assessment criteria to ensure accuracy and consistency of interpretation.

### Assessment in the IB

#### Assessment in the MYP

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. Below is an example of the assessment criteria for one subject-group objective:

Achievement level	Level descriptor	Achievement level	Level descriptor
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li><b>competently</b> analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li><b>competently</b> analyses the effects of the creator's choices on an audience</li> <li><b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>evaluates similarities and differences by making <b>substantial</b> connections in features across and within genres and texts.</li> </ol>	0	<p>The student <b>does not</b> reach a standard described by any of the descriptors below.</p>
		1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>provides <b>limited</b> analysis of the effects of the creator's choices on an audience</li> <li><b>scarcely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>provides <b>perceptive</b> analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li><b>perceptively</b> analyses the effects of the creator's choices on an audience</li> <li>gives <b>detailed justification</b> of opinions and ideas with a range of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology</li> <li><b>perceptively compares and contrasts</b> by making <b>extensive</b> connections in features across and within genres and texts.</li> </ol>	3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>provides <b>adequate</b> analysis of the effects of the creator's choices on an audience</li> <li>justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.</li> </ol>

Each subject area consists of four objectives that are unique to each subject, which must be assessed by their own set of criteria at least twice a year. Each subject area score is out of a possible 32 marks. Zero being the minimum and 32 being the maximum. In addition, those marks fall within a range on an MYP boundary scale of a 1-7 which will ultimately determine a student mark for a given unit of work. The 1-7 score will be presented in the MYP Report Card for all MYP subject groups. Below is an example of the 1-7 boundary guidelines for a subject-group grade determination:

Grade	Boundary guidelines	Descriptor
1	1-5	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	6-9	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	10-14	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	15-18	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	19-23	Produces generally high-quality work. Communicates sound 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	24-27	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.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive sound understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## DP/CP Assessment Components

External Assessment (EA) components are assessed by trained IB examiners from around the world. External assessments include the written IB exams taken by the student at the end of a DP course, normally in their second year of the program. In some courses, EAs are performance-based products, such as written assignments and creative portfolios. IB examiners employ specific assessment criteria to measure each piece of work submitted by students.

Internal Assessment (IA) components are evaluated by the subject teacher using a list of criteria developed by IB. IA projects are focused on subject-related work. They take the form of oral work in languages, fieldwork in the human sciences, laboratory work in the natural sciences, investigations in mathematics and artistic performances. Alongside the criteria, samples of student work (oral performances, portfolios, lab reports, and essays) are submitted to the IB for moderation.

Moderation is the process of evaluation of the subject teachers' interpretation and application of the IB assessment criteria for the internal assessment component used by an appointed IB assessor from around the world. Moderation ensures that the IB's reliable global standards are maintained at all IB World Schools. Annual IA feedback is provided to the subject teachers to guide their teaching and evaluation of the IA component.

The IB provides task-specific assessment rubrics for all internally-assessed components. Teachers use the IB IA rubrics to determine the total marks awarded for the component. Total marks awarded from the rubrics is reported to IB.

The most recent *Subject Report* for the course provides IA marks conversion to a scale of 1 to 7. The 1 to 7 score is converted to an appropriate HISD grade on a 100-point scale for purposes of state graduation requirements. Examples of such conversions are below.

Marks awarded	Component grade	HISD grade
22 – 30	7	100
19 – 21	6	94
15 – 18	5	88
12 – 14	4	82
9 – 11	3	76
5 – 8	2	70
0 – 4	1	60

Marks awarded	Component grade	HISD grade
22 – 30	7	96 – 100
19 – 21	6	90 – 95
15 – 18	5	84 – 89
12 – 14	4	80 – 83
9 – 11	3	74 – 79
5 – 8	2	70 – 73
0 – 4	1	60 – 69

## Predicted Grades in the **DP/CP**

Teachers of all DP courses and Extended Essay are expected to predict final course grades for students when they submit internal assessment marks to IB. Teachers are

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expected to use *Diploma Programme Grade Descriptors*, found on the Programme Resource Centre and distributed annually by the IB Diploma Coordinator, to determine predicted grades. Predicted grades take into account performance on all internally and externally assessed components only and do not allow for consideration of other daily coursework.

## IB Exam Registration **DP/CP**

Seniors enrolled in DP courses are required to sit for the corresponding exams, which are factored into the students' spring final exam grades for state graduation purposes.

Juniors enrolled in DP courses as anticipated diploma candidates or diploma course students may only sit for a maximum of two Standard-Level (SL) exams at the end of their junior year. Juniors enrolled in DP courses as anticipated career-related program candidates may only sit for a maximum of one Standard-Level (SL) exam at the end of their junior year.

All students who are enrolled in an Advanced Placement (AP) course will be registered for the exam associated with that course.

## Grade Determination and Reporting

### Grading Categories

#### **Preparation Assessments 20% (blue in PowerSchool)**

In flipped learning, students are asked to take responsibility for their learning outside of the classroom prior to the class period. These assignments may include watching videos or tutorials, reading a passage or researching a topic. Students are held accountable for the preparation with a graded assignment.

- Minimum of 6 preparation grades per cycle.
- Examples: Cornell Notes, open ended responses, short quizzes, online accountability checks such as Blend Space etc.

#### **Formative Assessments 40% (red in PowerSchool)**

Formative Assessments provide both students and teachers with the information they need to improve the learning process while it's happening. The goal of a formative assessment is to monitor progress toward a goal or objective, providing information in an expedient manner which allows both teachers and students to respond to the academic needs of the students.

- Minimum of 6 formative grades per cycle.
- Examples: common assessments, practice problems, quizzes, rough drafts, lab reports, in class assignments, notebook checks.

#### **Summative Assessments 40% (green in PowerSchool)**

**Summative assessments** assess the mastery of course concepts. Unlike formative assessments, which may occur several times during a course or unit, summative assessments occur only a few times over the course of the academic year. A common goal of this type of evaluation is to measure the mastery of learning standards.

- Minimum of 2 summative grades per cycle.
- Examples: projects, cumulative tasks, chapter tests, final draft essays, MYP Unit Tasks

### **Semester Exam (purple in PowerSchool)**

The semester grade is calculated based on three cycle grades of equal value and then the remainder is the exam. Each cycle is 25% of the grade and the final is 25% of the grade. HISD sets the final semester calculation.

Example of calculation for the semester 1 grade:

### **Grades**

It is best practice to have two to three grades per week within a grading cycle. A total of 15 grades per cycle should be entered. Teachers should have at least two summative, six formative, and six preparation assignments each grading cycle. It is highly recommended that 1 summative assignment be entered into the gradebook prior to progress reports, for a more accurate reflection of grade in course. A parent contact should be made if students aren't turning work in time. This should be a parent call, or some other targeted communication in which a parent response was received. Use of the progress report alone is not sufficient.

All assessments are criterion-related, using a best fit approach with subject specific rubrics (A-D) and/or course specific standards. If subject rubric does not fit the assignment, then a Lamar generic rubric (E-I) could be used and indicated in assignment name.

- Rubrics must be provided to students before the assessment is given.
- Students must have the opportunity to self-assess using the rubrics.
- Percentage grades must be determined using the appropriate IB MYP or IBDP conversion charts.
- Percentage grades and rubric grades must both be reported back to students.

For IB Diploma Program and IB Career-related Program courses, teachers must regularly use the assessment criteria linked to the formal IB assessments for their course(s). The central goal of IBDP and IBCP courses is to prepare students to demonstrate mastery on all internal and external assessments. In order to properly guide students towards success, teachers must backwards-plan using sanctioned assessment criteria for formative and summative assessments.

### **Gradebook**

Teachers teaching the same course and level will collaboratively determine the allocation of assignments and associate grading criteria each grading cycle. Gradebook categories, task/assignment name and associated assessment criteria must be consistent across every like course and level.

### **Late Work Policy**

Late work is defined as student work submitted after a due date and time as a result of unexcused absence or failure to submit an assignment. It is the responsibility of the student to request and complete any assignments or quizzes/tests missed.

It is an expectation that students submit their daily assignment by the end of the class period. Assignments not submitted on the due date will be entered as a zero (0) by the teacher of record within 3 calendar days. This communicates the missing work to students and families and impacts a student's grade in PowerSchool. All late work must be submitted to the teacher prior to the end of the campus grade cycle, after this, the teacher will not provide points for missing assignments within that cycle. Teachers cannot submit grade change forms based on the acceptance of late work unless an incomplete was assigned by the teacher at the end of the grading cycle.

*Late Work Deduction Policies by Grading Category*

- **Summative Assignments-** 10 point deductions each calendar day for 5 school days. After 5 school days, the student will not be able to receive higher than a 50% for the individual assignment. After 5 days, it is the teacher's discretion to accept the assignment.
- **Formative Assignments-** 10 point deductions each calendar day for 5 school days. After 5 school days, the student will not be able to receive higher than a 50% for the individual assignment. After 5 days, it is the teacher's discretion to accept the assignment.
- **Preparation Assignments-** (Flipped Assignments) are foundational and used to drive instruction on a regular basis. If these are not submitted on time, 30% will be deducted from the individual assignment grade. After 5 days, it is the teacher's discretion to accept the assignment.

Assignment/Original Due Date	Highest Possible Late Grade- Deduction by day (this assumes the student received a 100% on assignment)
Summative #1 Monday, October 7 (for 100% of possible points)  OR Formative #1 Monday, October 7 (for 100% of possible points)	Submitted on Tues, Oct 8 = 90% Submitted on Weds, Oct 9 = 80% Submitted on Thurs, Oct 10 = 70% Submitted on Friday, Oct 11 = 60% Submitted on Mon, Oct 14 = 50% Submitted on Tues, Oct 15 and beyond= No higher than 50%- Teacher discretion to accept the assignment after Mon, Oct 14 (after 5 days)
Preparation #1 Monday, October 7 at START of class (for example Start of 5th Period or 8:30 am = 100% of possible points)	Submitted ANY time after the START of 5th period; 30% Deduction Submitted at 10/7 at 8:45 am = 70% Highest possible grade is 70% through Monday, Oct 14. Following 5th period of Oct 14, teacher discretion to accept the assignment

NOTE: Extensions on this timeline must be approved by the teacher's appraiser.

**Make-Up Work**



Make up work is defined as the opportunity for students to make up work or quizzes/tests missed due to excused absences, including absences for school activities. It is the responsibility of the student to request and complete any assignments or quizzes/tests missed. **Students who miss class for extracurricular activities should request work prior to the absence or in the immediate next class period upon return to campus.** It is a campus expectation that students will proactively request make-up work immediately after missing a class period, not defer to the teacher to inform them of assignments missed in their absence.

In accordance with district policy, **after a cycle grade has been recorded, no additional classwork may be accepted to improve a student's grade.** If work assigned during the cycle was not completed due to an extenuating circumstance (discussed with Academic Dean), the student should receive an INC and the grade changed when the work is completed within 5 days and/or before the conclusion of the next grading cycle.

### **Retake Policy**

Per HISD Guidelines, students should be allowed one opportunity to retake or redo any assignment **for which they received a failing grade.** (Final Exams are excluded from the retake policy- **No retakes permitted on Final Exams, per district policy.**) The following guidelines apply to students requesting to retake an assignment:

- Original assignment must be turned in on time.
- It is the responsibility of the student to request retake
- Retake must be completed during tutorials under supervision of the teacher of record (before school, after school, or during lunch time tutorial)
- Retake may be a different assignment but it should measure the same TEKS
- Students will have two weeks to retake an assignment from the time the grade is posted in PowerSchool
- All retakes must be turned in by the Friday before the cycle ends.
- Teacher will post the new grade in PowerSchool under the original assignment with a notation in the document column of the original grade within one week of completion.