

Assessment Policy

VERSION 2.2

SHARPSTOWN
INTERNATIONAL
SCHOOL



Philosophy

Teaching, learning, and assessment are intertwined and interdependent, focused on critical thinking skills, 21st century skills, as well as the knowledge and attitudes that will provide for success within IB Programmes, in post-secondary education, and throughout life in a global society. Learning at Sharpstown International School is visualized through the larger picture of the IB Learner Profile which aims to develop the characteristics necessary to produce life-long learners who are caring global citizens, principled leaders, and reflective thinkers.

Assessment within IB programmes is designed to support curricular goals and encourage the broad focus of student learning. IB students have varied opportunities to demonstrate their many capabilities and achievements through a wide range of assessments, such as written assignments, projects, Socratic seminars, debates, scientific investigations, oral presentations, written examinations, quizzes, art displays, and performances.

Assessment at Sharpstown International 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. Assessments are aligned with expected learning outcomes and differentiated, or modified when necessary, to meet the needs of all students.

Stakeholder Expectations

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

- Asking questions to clarify and extend their thinking
- Working diligently to meet deadlines
- Collaborating with peers, when appropriate, and seeking feedback
- Submitting original, authentic work for assessment and always adhering to the Academic Integrity Policy
- Reflecting on progress and performance, noting opportunities for growth
- Striving to develop and embody the attributes of the IB Learner Profile

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

- Being knowledgeable in their discipline, as well as in approaches to teaching and learning appropriate for the grade level of the course
- 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, including identifying needs for re-teaching
- Providing students with accurate and timely feedback on their performance and opportunities for growth

- Reporting assessment results in a timely manner using the district grade reporting tool that is accessible to students, parents, and campus leaders
- 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 group assessment 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 teaching and assessment practices, seeking 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 monitoring progress towards those goals
- Maintaining awareness of class activities through the student's access to the HUB
- Continuously monitoring student progress through the district grade reporting system (HISD Connect)
- Communicating with teachers and school leaders about student progress and encouraging students to reach out on their own when they need help

Assessment Practices

Assessment is integral to all teaching and learning. At Sharpstown International School, **all** teachers are expected to engage in and adhere to the following practices:

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. In the MYP, culminating summative tasks are designed for the end of each unit of work, both disciplinary and interdisciplinary.

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

Formative and Summative Assessment

Formative assessment is **assessment for learning**. It is used daily 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 to students and parents.

Summative assessment is **assessment of learning**. It occurs at the end of unit for the purpose of evaluating mastery of concepts and skills. 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 students. The level of mastery is determined using a pre-published rubric.

Standardization of Assessment

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

Reporting of Achievement

Houston ISD teachers use PowerTeacher Pro to collect and report grades to students and parents who access the system through HISD Connect. Grading cycles for report cards are six weeks long, with one formal progress report midway through each grading cycle.

Teachers post grades to PowerTeacher Pro **within 7 calendar days** of the original due date along with notes like accommodations provided, late work, retake, etc.

Parents and students have 24/7 access to HISD Connect to view assignments and grades in real-time. HISD Connect also allows parents and students to set notification triggers for grades and attendance.

Grading Scale for Houston ISD

Academic Subjects		
90—100	Excellent	A
80—89	Good; above average	B
75—79	Satisfactory; average	C
70—74	Passing; below average	D
0—69	Unsatisfactory; failing	F

Grading Categories and Weights

Foundation Tasks 20%

Foundation tasks are learning tasks that are supportive during the process of learning.

Examples of foundation tasks include:

- Notes or notebook checks
- Annotations
- Short checks for understanding or exit tickets
- Practice problems (drill of a skill taught in class)
- Unannounced quizzes
- Reflections
- Substantive participation in class discussion (tied to rubric)

It is not appropriate to issue academic grades for behavior, including for attendance (even for special events) or bringing supplies. This includes extra credit.

Formative Assessments 50%

Formative assessments provide both students and teachers with the information they need to improve the learning process while it is 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.

Examples of formative assessments include:

- Planned quizzes
- Rough drafts
- Lab reports
- In-class assignments or homework (application level of Bloom's or higher)
- Common assessments/benchmarks

Summative Assessments 30%

Summative assessments are generally administered at the end of a unit or course. Unlike formative assessments, which may occur several times during a course or unit, summative assessments occur a limited number of times over the course of the academic year. A common goal of this type of evaluation is to measure mastery of learning standards.

Teachers should have **at least two** summative assignments each grading cycle and only **one** may be a multiple-choice assessment. (Note: Multiple-choice assessments are not required.)

Examples of summative assessments include:

- Projects
- Unit or chapter exams
- Final draft essays
- MYP unit tasks (use a separate assignment in the gradebook for each criterion assessed)

Minimum Number of Grades

To accurately track a student's mastery of the content in any given class, a minimum of two grades should be recorded each week. In addition to a minimum number of grades per week, there should be a minimum number for each grading category. To ensure that any grade on a progress report/report card accurately reflects a student's performance in the class as a whole, each six weeks the teacher will assign a minimum of:

- Two summative assessment grades
- Six formative assessment grades
- Four foundation task grades

Late Work

At Sharpstown International School, we encourage all students and staff to adopt a growth mindset and we promote student agency in our commitment to helping all learners succeed. With that commitment comes an expectation that students will turn in work for assessment on time and communicate with their teachers when they struggle to meet that expectation.

When students fall short of this expectation due to circumstances within their control, up to 10 points may be deducted each class day that an assignment is late. If the student's work achieves a 95 and the work is turned in two class periods after the original due date (4 calendar days), then the student can receive a 75 and the late work indicator in PowerTeacher Pro should be marked so the parent/guardian and student can see that the assignment was late.

For students with extra time accommodations, the penalty does not start until **after the extra time accommodations have been met**. Teachers may use discretion when determining whether to implement this policy on a given assignment; however, in all cases the number of late points deducted from the original grade achieved is **not to exceed 30 percent**.

To support student development of time management skills, teachers are committed to posting grades to the gradebook **within 7 calendar days** of the due date. In the case of work not submitted by the due date, teachers should mark the work “Missing” in the grade book as soon as possible so as to alert the students and parents/guardians that the work has not been received. Once the work is received, teachers can change the indicator from “Missing” to “Late.”

Assessment in the IB Middle Years Programme (MYP)

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. To provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

At Sharpstown International School, the MYP framework for teaching and learning and assessment practice is applied in all courses for students in grades 6-10, including Advanced Placement (AP) courses.

Objectives and Assessment Criteria

In the MYP, assessment is criterion-related, allowing student achievement to be judged against clearly defined pre-determined descriptors. The IB publishes assessment criteria for each subject group for years 1, 3, and 5 (6th, 8th, and 10th grades). At SIS, year 2 (7th grade) will use the year 3 rubrics and year 4 (9th grade) will use the year 5 rubrics to assess student work. Any 7th or 9th grade teachers needing guidance on using and differentiating the rubrics should consult the IB Coordinator.

The final assessment criteria as published must be used when awarding achievement levels. However, teachers can also define specific expectations in the form of:

- a task-specific clarification of the criteria, using the published criteria but with some wording added to explain the task
- an oral discussion of the task and explanation of various achievement levels (including exemplars from a range of accomplishments)
- a task sheet that explains performance expectations.

It is important for teachers to specify the expected outcomes at the beginning of each summative assessment task so that students understand the task’s detailed requirements. When clarifying expectations for students, teachers need to ensure that they do not alter the standard expected in the published criteria or introduce additional requirements.

Disciplinary units – Subject groups must assess all strands of all four objectives at least twice in each year of the MYP. Four assessment criteria have been identified that correspond directly to the objectives of each subject. Each criterion has eight possible achievement levels (1–8), divided into bands. The band levels represent limited (1–2), adequate (3–4), substantial (5–6), and excellent (7–8) achievement against the objectives.

Interdisciplinary units – In each year of the MYP, schools must address all three objectives (every strand) of interdisciplinary learning. One interdisciplinary unit between two subject groups must be completed each school year that utilizes the interdisciplinary assessment criteria.

MYP Assessment Criteria Across the Curriculum

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Applying Level Descriptors

Each assessment criterion has level descriptors describing specific achievement levels for each strand as seen in the example from Arts (year 5) below:

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
	The student:
1–2	i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork.
	The student:
3–4	i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to inform his or her artwork.
	The student:
5–6	i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to inform his or her artwork.
	The student:
7–8	i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork.

A Knowing and understanding

At the end of year 5, students should be able to:

- i. **demonstrate** knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
- ii. **demonstrate** understanding of the role of the art form in original or displaced contexts
- iii. **use** acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion/Objective: A Knowing and understanding

Objective Strands: i, ii, iii

The level descriptors concentrate on positive achievement. The aim is to find the level descriptor that most accurately matches the achievement seen in the work using the **best-fit approach** across the strands.

Best-Fit Approach

The best-fit approach means that consideration should be made when a piece of work matches different strands of a criterion at different levels. It is not necessary for each strand of a level descriptor to be met for a level in that band to be awarded; teachers should compensate weak performance in a strand or strands with strong performance to come to an appropriate level for that criterion.

When applying the assessment criteria to the achievement in the student's submitted work, the teacher should:

- use only the appropriate criteria printed in the subject guide and start with the lowest level descriptor, moving through the subsequent level descriptors until the descriptor is met that best describes the work
- award the higher level for a criterion where the student's work demonstrates the qualities described to a greater extent
- not expect faultless performance when awarding the highest levels
- not expect all criterion strands to be evidenced at the same achievement level—a student who attains a high achievement level in one strand of the work will not necessarily reach the same achievement level in other strands of the work

- not focus on grammatical accuracy, unless stipulated in the criteria, but on the content of the student’s presented evidence.

Conversion Scale for MYP Grade Reporting

Teachers determine MYP grades for summative tasks in MYP units using a “best-fit” approach on MYP rubrics with task-specific clarifications, then convert those MYP grades to HISD grades using the chart below, published in Houston ISD *School Guidelines*. It is never acceptable to determine a grade out of 100 first, then convert that to an MYP grade.

MYP Grade	HISD Grade
0	60
1	65
2	70
3	75
4	80
5	85
6	90
7	95
8	100

A student receiving a zero for an HISD grade on an MYP unit task is a rare, case-specific situation. There would need to be evidence of **no attempt** to complete the unit task.

Assessment in the IB Diploma Programme (DP)

In the DP, IB course grades are determined by the student’s performance on formal IB assessment components. Each DP subject grade is comprised of weighted assessment components as published in the respective *Subject Guide*. DP subject grades are combined with other programme components to determine whether the IB Diploma will be awarded.

External Assessment

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 programme. 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

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.

Converting IA Marks to HISD Grades

The most recent *Subject Report* for the course provides IA mark 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 and local grade reporting. Examples of such conversions are below. Teachers may employ one of the examples below or seek further assistance for this conversion from the IB Diploma Coordinator.

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

Teachers of all DP courses and IB Extended Essay are expected to predict final IB course grades for students when they submit internal assessment marks to IB. Teachers are 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 consider performance on all internally and externally assessed components only and do not allow for consideration of other daily coursework. Official IB predicted grade descriptors are unique to each subject group.

Written Exam Registration

Seniors enrolled in DP courses are required to sit for the corresponding exams. IB exam fees are paid by Houston ISD.

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.

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

Connections to Other IB Policies

Students of Sharpstown International School will adhere to all requirements of the Academic Integrity Policy while completing all assignments (regardless of the assessment category in the gradebook). Students pursuing an IB Diploma at SIS will also adhere to all requirements of the Academic Integrity Policy throughout their IB Diploma course of study, in all coursework including Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS).

All SIS teachers are language teachers and will adhere to our Language Policy when creating and implementing assessments by taking into consideration and differentiating for student language needs.

Assessment for students with special educational needs will adhere to our Inclusion Policy and will follow all requirements outlined by the student's IEP or Section 504 plan.

Policy Review

This policy is reviewed annually in May by the Shared Decision-Making Committee (SDMC) and communicated to the school community through the school website. Teachers and other staff members participate in annual refresher training on our policies and practices during August in-service as well as ongoing professional development as needed throughout the school year. Amendments to this policy are considered as needed based on changes to IB policy, federal and state policies, district policy, and community needs.