

## ASSESSMENT POLICY

**General Assessment and Reporting Guidelines for All Courses**

It is SBISD policy to have at least **10 grades** within a report card grading cycle. The chart below reflects these minimum requirements taking into consideration actual instructional days.

Fall Semester	Spring Semester
First 6 Weeks	Fourth 6 Weeks
Second 6 Weeks	Fifth 6 Weeks
Third 6 Weeks	Sixth 6 Weeks

All assessment will be a combination of traditional assessments and criterion related. The criterion related assessments are graded utilizing a “best-fit” approach on subject-specific rubrics. In addition:

- Rubrics used *will* come from the appropriate IBMYP or IBDP subject guides and modified by teachers so that they are task specific and age-appropriate.
- Rubrics *will* be provided to students before the assessment is given.
- Students *will* have the opportunity to self-assess using the rubrics
- Percentage grades *will* be determined using the appropriate IBMYP or IBDP conversion chart.
- Percentage grades AND rubric grades *will* both be reported back to students on assignments.

Every objective criterion *will* be assessed at least twice per year. Teachers will determine how many times each criterion is assessed and recorded in the grade book. The expectation is to achieve a balance of criteria throughout the year.

Rubrics should be chosen based on the nature of the assignment. Careful attention should be paid to which criteria are assessed for each assignment so that assignments are not disproportionately weighted in the grade book. The expectation is to achieve an appropriate balance of criteria throughout the semesters.

Any and all criteria used on an assessment task must be connected to the task in a meaningful way (i.e. we would not use the “Knowledge and Understanding” criteria on a vocabulary quiz unless it can justifiably be assessed using the associated grading rubric).

All grading categories and their corresponding weight *will* adhere to those adopted by the school for the current year.

Formative assessments are implemented frequently to inform both students and staff of individual progress in Texas Essential Knowledge and Skills (TEKS). Short quizzes, independent practice work, self-reflection, self-assessment, peer assessment, and questioning strategies are examples of formative assessments. Summative tasks are cumulative of the unit and/or grading period.

**Note:** *Where 2 or more teachers teach the same course, the grade book set up and summative assessment task will be the same. Daily/formative assessments should be similar.*

**MYP-specific Guidelines** (all courses not in the Diploma Program)

**All general assessment guidelines *will* be followed in addition to the following-**  
To meet quality assurance needs regarding **MYP Prescribed Minimum Tasks**:

- At least one assessment from the prescribed minimum task list *will* be completed at least once per semester.
- Using a variety of assessment tools, each prescribed minimum task *will* be evaluated using at least 2 MYP Objective criterions over the course of the school year.
- Will use the appropriate criterion rubric(s) selected for the task as a *summative* assessment and record the grade.
- For documentation, the assessment of the prescribed minimum task will be assigned to the appropriate criterion categories in the electronic grade book. For example, if a prescribed minimum task in the Fall Semester is being assessed using criteria A and B, the grades appear as one **Skyward** assignment titled “MYP Prescribed Minimum Task Criterion A” and a second **Skyward** assignment titled “MYP Prescribed Minimum Task Criterion B”.
- Examples of student work *will* be retained for each “MYP Prescribed Minimum Task” for submission to the IB as a Monitoring of Assessment sample.
- MYP grades will be reported to both students and parents (once in the fall semester and once in the spring semester).
- Summative judgments will be made holistically with each criterion (based on the “MYP Prescribed Minimum Task” grades recorded in Skyward earlier).
- A general 1-7 MYP grade will be generated and reported to the students based on these summative judgments twice a year.

**Assessment For all Students**

**Special Needs:** Students with Individual Education Plans participate in all assessments with the accommodations or modifications 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.

**State:** The state of Texas requires end of the year assessments, currently called the State of Texas Assessment of Academic Readiness (STAAR), for all students grades 3-8. Students in High School level classes take state-written End of Course exams and Texas Assessment of Knowledge and Skills (TAKS).

**SBISD District Retesting Policy:** In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

*This policy was strongly influenced by the Assessment Policy of Lamar High School, Houston ISD, and Spring Branch ISD Grading Expectations and Board Policy EIA (Regulation).*

Adopted by consensus of the faculty on September 19, 2012.