



## **Wayside: Sci-Tech High School Assessment and Grading Policy (Updated October 2021)**

### **Philosophy**

A school's curriculum is made up of three parts: written, taught, and assessed. Wayside: Sci-Tech High School recognizes that assessment is a vital tool for measuring and communicating the level of scholar achievement to scholars and parents. Through a variety of formative and summative assessments, scholars can demonstrate the attributes of the learner profile. Assessments provide scholars with the opportunity to communicate their learning to their teachers and peers, and allow them to demonstrate how they are thinkers and knowledgeable. Assessment is also a critical tool for evaluating the effectiveness of our educational programs and courses. Our assessment of scholars serves multiple functions. First and foremost, assessment serves as a tool that helps us understand the extent to which scholars have mastered their learning objectives. At the same time, assessment serves as a benchmarking tool, informing the scholars, teachers, and parents as to the progress scholars are making towards those learning objectives. Our assessment tools do not, however, simply serve as indicators of understanding; they are also used as learning opportunities through which scholars can engage material in new ways to further the learning process and expand their perspectives. Scholars are presented with a variety of materials from various cultures and diverse viewpoints in which they use the skills that they have learned to critically think and interpret the information. Through assessments, scholars are given the opportunity to broaden their worldview to incorporate the diverse people and cultures that they study throughout the Diploma Programme.

Our assessments are also a necessary process for teacher action and development as well. Through formative and summative assessment, teachers are provided data that can track scholars' understanding, inform teachers' instructional planning, and determine areas for differentiation. This information provides opportunities for teachers to have conversations about scholar's performance, content mastery, academic engagement and other critical matters. Finally, it gives teachers the opportunity to self-reflect on their efficacy in conveying material and ideas to scholars, and on the level of clarity and success they are having in their communication with scholars.

### **Assessments**

Assessment is the process of gathering information through varying types of formative and summative assessments that allows us to draw conclusions about the extent to which our scholars are gaining proficiency and/or mastery in their subjects. To achieve such levels of learning, scholars must understand the content specific to their course of study. At the same time they must learn how to put that content to use in order to draw conclusions about their world.

The assessments we offer must allow scholars the opportunity to demonstrate both content knowledge and the skills of application, analysis, and evaluation. Our goal at Wayside: Sci-Tech High School is to use assessment as authentically as possible, in a way that allows scholars to demonstrate what they know, and not only what was taught. Assessments should be utilized in a manner that promotes positive attitudes towards learning.

The second half of the assessment process is the evaluation of scholar work. In keeping with the goal of measuring mastery of learning objectives and the requirements of IB course work, Sci-Tech teachers will utilize IB published criteria-referenced rubrics in each of the subject areas of the programme. The process will be standardized where all teachers work in a subject area together to agree on norms for each criteria in their subject. In this way, consistent application of the rubrics will occur. Rubric based assessment will be used regularly, and at all times when IB assessments are being given.

### **Responsibilities in the assessment process:**

#### **School**

- Provide opportunities for all learners to demonstrate knowledge, understanding, and skill acquisition.
- Provide opportunities for all learners to show understanding of the approaches to learning required to be successful in all types of assessments.
- Use multiple forms of assessment to measure scholar growth.
- Provide information to parents and scholars that clearly states the assessment criteria for each course.
- Provide a secure storage space for International Baccalaureate (IB) assessments according to the examination security guidelines outlined by the IB.
- Support teachers through professional development to increase their understanding of state and IB assessment practices.
- Determine grading policies.
- Follow Wayside academic policy (see Wayside Parent and Scholar Handbook)
- Assign grades using a combination of traditional grading and IB Diploma Programme marks converted to traditional grading. These grades are based on mastery of DP course standards.
- Wayside Schools requires benchmark assessments in core subjects two times per year.

- Sci-Tech High School administers the State of Texas Assessments of Academic Readiness End of Course (EOC) Exams for English I and II, Algebra I, U.S. History, and Biology.
- Sci-Tech High School requires scholars in grades 9-11 to take the Preliminary Scholastic Aptitude Test (PSAT).

## **Teachers**

- Engage in collaborative practice of criteria-norming.
- Make clear to scholars the value and application of criteria-based rubrics.
- construct assessments that demonstrate scholar achievement of course objectives.
- Participate in regular data meetings with instructional coach to analyze scholar work and create opportunities for differentiated instruction for diverse learners and promote full mastery of the Texas Essential Knowledge and Skills (TEKS) and IB standards
- Use the cycle of feedback.
- Provide adequate instruction to scholars to allow them to reach their full potential.
- Present scholars with the descriptors for each subject's IB criteria.
- Provide regular formative assessment tasks to measure scholar progress and achievement level based on criterion-referenced assessments.
- Provide regular feedback to scholars and parents on scholars' progress and achievement level.
- Develop internal standardization for common courses through scheduled Professional Development.
- Use the IB assessment criteria in the Subject Guide.
- Provide all necessary adjustments to classroom practices to support the various types of learners.
- Create assessments meeting the TEKS and/or IB standards.
- Provide scholars opportunities for peer and self-assessment and reflection.
- Engage in reflection through the use of the IB unit planner.

## **Scholars**

- Be accountable for their learning.
- Submit both formative and summative tasks in a timely manner.
- Know and use assessment criteria before and while completing their work.
- Regularly practice self-assessment, peer-assessment, and reflections on their learning.
- Synthesize and apply their learning, ask questions, and solve problems.
- Strive to produce quality products, performances, etc.
- Value assessments as a way to express and improve their learning.
- Adhere to the Academic Integrity Policy.
- Actively participate in assessment in order to complement classroom learning activities and demonstrate evidence of mastery of acquired skills.

## **School Leadership**

- The principal will ensure that teachers are following the assessment policy.
- The principal will ensure that procedures for reporting progress to scholars and parents are in place.
- Administration will analyze assessment outcomes to inform decisions of the school.
- The principal will provide professional development opportunities to further the growth of the IB programmes.
- The IB DP coordinator will monitor IB assessment activity to ensure a balanced assessment schedule across the curriculum.
- The IB DP coordinator will assist in sharing of information/assessment data to IB teachers across curriculum to assist in scholar-support efforts.
- The IB DP coordinator will work with IB teachers to better understand assessment practices and rubrics.
- The IB DP coordinator will support IB teachers in the writing and implementation of unit planners, with an emphasis on criteria-based assessment.

## **Parents**

- Monitor scholars' grades and progress on Websmart's parent portal.
- Support scholars as they identify specific difficulties they are facing with their assessments.
- Contact teachers with concerns regarding their scholar's success and patterns of difficulty on assessments as reported by scholars and on Websmart.
- Evidence of learning will be shared with parents through conferences, interim progress reports, and quarterly report cards.
- Monitor progress on Google classrooms.

## **Formative and Summative Assessment Practices including but not limited to:**

- Exams/quizzes
- Performance
- Presentations
- Research papers
- Posters, brochures
- Role playing
- Journals
- Lab reports
- Essays
- Short stories
- Debates
- Multi-media production
- Class discussions
- Oral translations

- Problem-based or project-based learning

## **Homework Practices**

Homework is an opportunity for scholars to expand their learning, practice new skills and strategies, and prepare for future learning. Homework is assigned at the discretion of the teacher. Scholars are expected to complete homework in a timely manner and adhere to academic integrity standards. Homework is graded and specific feedback is given to scholars to ensure their understanding of content area material and future success in the course.

## **Diploma Programme Assessment Considerations**

IB DP assessments are aligned with subject-specific, assessment objectives that support scholar learning and ultimate success on the IB exams. They are stage-appropriate as scholars develop as learners from the start to the end of the two-year programme. Scholar performance on these assessments will be measured using criteria-specific rubrics.

Scholars will also be measured on a scale of points from 0 to 100, with grade boundaries that result in the awarding of grades A through F. These grade boundaries are unique to the network and not congruent with IB grading practices. Therefore, teachers will be in charge of translating IB style assessments into the Wayside Schools system of grading, using a fair and consistent model. That model includes teacher-created moderation tables that establish a set of grading norms for IB-specific assessments to reflect expected levels of understanding.

[IB Grade Conversion Chart](#)

## **Description of Assessment Requirements for the Diploma Programme**

### **Achievement of the IB Diploma**

DP subjects are scored on a scale from 1-7. To receive the IB Diploma a scholar must earn a minimum of 24 points on six (6) IB subject assessments. A minimum of twelve (12) points must be earned on three (3) HL exams. The score for the exam will be determined by a combination of two assessment models, the Internal Assessment and the External Assessment.

### **Internal Assessment**

Internal assessments (IA) are assessment projects that are conducted during the course and are assessed by the teacher (internal), with grades and samples being submitted prior to the final exam period. Internal assessments allow scholars and teachers to shape the way in which scholars demonstrate mastery of their course objectives by allowing them to choose materials, experiments, art work, etc, to address the IA process. IAs can contribute from 20% to 40% of a scholar's final IB grade in the respective Diploma Programme course.

## External Assessments

External assessments are a part of every Diploma Programme course. Unlike IAs, external assessments are examined by representatives of the IBO. Most courses hold their external assessments at the end of the course in May when scholars sit for exams. For some courses this is the sole external assessment. Other courses include external assessments that are conducted during the course and submitted to the IBO for grading. Examples include Theory of Knowledge papers and various works in the IB Visual Arts course.

## Assessment of the DP Core (only required for Full Diploma Programme candidates)

In order for scholars to earn the IB Diploma, they must earn a passing mark for their Extended Essay and for their TOK assessments. Using the matrix below as a guide, scholars can earn additional points towards their IB Diploma based on the quality of their EE and TOK assessments.

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	Failing condition
C	2	2	1	0	Failing condition
D	2	1	0	0	Failing condition
E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

## Uploading of Scholar Work to the IB

Scholar work, including internal assessments, orals, extended essays, exhibitions, etc., will be uploaded to the IBO for moderation and/or grading. The teachers and/or IB Coordinator will upload this work once it has been submitted by the scholar. By submitting assessments to the IB, scholars are granting the IB permission to reproduce and/or use the materials for “assessment, educational, training and/or promotional purposes relating to the IB’s activities.” (*Rules for IB World Schools*, June 2020)

## Review of Assessment Practices

Prior to the start of each school year, faculty collaborates to review current practices and revise as needed.

Please refer to [STHS IB Exam Policy](#) for information about exam registration and fees.

## **References**

*Academic honesty in the Diploma Programme.*

*Programme Standards and Practices*, 2018, (updated April 2020).

*Diploma Programme: From principles into practice*, 2015.

IB Subject Guides, EE and TOK guide