



ASSESSMENT POLICY

MIDDLE YEARS PROGRAMME

Philosophy

The faculty, staff and community of Hogg Middle School are committed to creating lifelong learners by providing a nurturing environment and establishing high standards of excellence, character, academics, and international mindedness. Students participate in a variety of extra-curricular activities, while receiving a quality education focused on academic rigor and college-career readiness. Assessment is important because it drives student learning and instructional practice. Assessments are aligned with desired learning outcomes and tailored to meet the needs of our students at Hogg Middle School.

According to the IB document, Assessment Principles and Practice, “assessment is a term used to cover all of the various methods by which student achievement can be evaluated” including, but not limited to quizzes, examinations, extended practical work, projects, portfolios, cooperative tasks, (multimedia) presentations, laboratory experiments, discussion, oral interaction with peers and/or teacher, essays, and research papers.

General Assessment Guidelines

All assessments used in the MYP unit planner will be criterion-related and graded utilizing a “best-fit” approach on subject-specific rubrics. In addition:

- Rubrics used will come from the appropriate IB MYP subject guides and modified by subject area teachers so that they are task specific and age-appropriate
- The kind of generic application of broadly constructed criteria that must be utilized in determining achievement levels awarded on rubrics is “criterion-related” assessment. This differs from criterion-referenced assessment in that it does not require a mastery of each descriptor to award a level of achievement and better describes what is called a “best-fit” approach.
- 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 conversion chart, authored by the school.
- Percentage grades **AND** rubric grades must both be reported back to students on subject specific MYP unit assignments.



Every criterion **MUST** be assessed at least once per MYP unit cycle. Subject area 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 MYP unit cycle grading period.

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

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

All grading categories and their corresponding weights **MUST** adhere to those adopted by the school for the current year. Important: Where two or more teachers are instructing the same course, the grade book set up **MUST** be the same.

MYP-specific Guidelines

To meet quality assurance needs regarding MYP Prescribed Minimum Tasks:

- At least one assessment from the prescribed minimum task list **MUST** be completed in the MYP unit cycle.
- Each prescribed minimum task **MUST** be assessed against at least 2 criteria.
- Over the course of the year, **EVERY** criterion shall be assessed in a prescribed minimum task at least twice. In order to accomplish this, use a variety of task options.
- Final rubric grades for every “MYP Prescribed Minimum Task” assessment will be reported.

Roles and Responsibilities

Students are expected to:

- Submit original work for assessment in accordance with the Hogg Middle School Academic Integrity Policy.
- Maintain a satisfactory grade (70-100) for all courses for each semester.
- Responsibly and proactively track their academic progress and seek assistance from teachers and counselors.
- Exercise a growth mindset.
- Submit assessments, requirements and examinations that are aligned with their courses.



Teachers are expected to:

- Use a variety of assessment tools to allow students with different learning styles to demonstrate mastery.
- Provide timely feedback on assessments.
- Define clear expectations for assessments that are aligned to the criteria in the subject group overviews.
- Provide students with exemplars.
- Use assessment data to drive instruction.
- Maintain a growth mindset and seek opportunities to improve their practice through professional development.

Campus leaders will support teachers by:

- Modeling best practices.
- Maintaining a safe environment for teachers and students.
- Providing teachers with necessary resources.
- Providing timely feedback to teachers.

Parents/Guardians will:

- Be supportive of the challenges of students.
- Encourage students to advocate for him/herself.
- Monitor grades and respond to communications from teachers and administrators.

Hogg Middle School will:

- Provide quality instruction to prepare students to continue the IB MYP in high school.
- Communicate regularly with parents and guardians.

James S. Hogg MS Grades and IB Grade

It is Houston ISD policy, to have at least two grades per week within a grading cycle. The district requires a traditional grading system of averaging grades on a 0-100 scale. However, IB assessments will be graded using IB criteria and marks. Students' grades will be communicated according to both the IB grading system and the district grading system. IB marks will be translated into district required grades for official reporting purposes at the end of each grading cycle. By reporting grades using the IB grading system and district system, students will become more familiar with IB scoring criteria and their level of achievement within them.

Grade Reporting

Houston ISD provides parents access to student grades through HISD Connect. Each of the six grading cycles is six weeks in length. Progress reports are issued after the third week of each cycle.



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An International Baccalaureate World School
Embracing One World through
diversity, acceptance, and change.
Houston ISD

