

# Jack Yates HS Preliminary IB Academic Assessment Policy

## What is Assessment?

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.” Assessment instruments may include, but are 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.

Assessment is the gathering and analysis of information about student performance. It is an integral part of the planning, teaching, and learning process. Fair and diversified assessment is needed to support curricular goals and to encourage student learning. Research shows that the most effective grading practices provide valuable feedback designed to enhance student growth and performance. First and foremost, assessment is important because it drives student learning.

Assessment should be both formative and summative. The former includes daily checks for understanding and can take a variety of forms. The purpose of formative assessment is to provide a steady stream of information about individual and whole group mastery levels so that this information may be used in further planning of learning activities, differentiating instruction if appropriate, and providing timely feedback to the student so that the student may improve in mastery of skill and/or content.

Examples of formative assessment include but are not limited to daily homework, journaling, labs, class discussion, quizzes, and group and pair activities (Diploma Program Assessment: Principles and Practice). Summative assessments are those assessments that are administered at the end of a unit of study and are designed to allow students to demonstrate their mastery of the content and skills studied. The scoring of summative assessments must utilize the MPS/ IB grading criteria and rubrics.

Examples of summative assessments include but are not limited to quizzes, tests, projects, some labs, presentations, portfolios, standardized tests, and essays. (Diploma Program Assessment: Principles and Practice) IB assessments are criterion-referenced rather than norm-referenced. This means that a rubric is used to judge each student’s work in relation to identified standards and criterion formulated by the IB and found in IB syllabi rather than against the work of other students (Diploma Programme Assessment: Principles and Practice).

## Criterion Based Assessment

Assessment will be graded against IB criteria. Teachers will share IB marking criteria with students and parents, therefore providing clear communication of what is expected for optimal student performance. Grading practices will be communicated systematically through the course syllabi, at parent informational meetings, and imbedded in assigned student tasks/assessments. Rubrics will be provided to students before the assessment is given. Students will have the opportunity to self-assess using assessment rubrics.

## **Jack Yates HS Grades and IB Grades**

It is Houston ISD policy, to have at least 2 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.

### **References:**

*Guidelines for developing a school assessment policy in the Diploma Programme*

*Heights High School Assessment Policy*