



ODESSA HIGH SCHOOL

Assessment Policy

STATEMENT OF PHILOSOPHY / PURPOSE

The Ector County Independent School District's core beliefs, core commitments, and theory of action provide direction for all District functions. Our District believes that all students can learn to their fullest potential. High expectations and standards coupled with quality curriculum can result in the elimination of the achievement gap. AE (LOCAL)

To that end, assessment is a tool that provides feedback for students, teachers, and parents / guardians. It is acknowledged that students in the IB Diploma Program are doing upper level work, while they are developing as learners. Although assessment is aligned with Diploma Program assessment principles, teachers provide feedback and modify teaching and learning activities with the goal of each student reaching his / her potential.

[EDUCATIONAL PHILOSOPHY - AE\(LOCAL\) Ector County ISD](#)

ASSESSMENT PRACTICES

With the help of the District, the school establishes instructional objectives that relate to the Texas Essential Knowledge and Skills for each grade-level subject or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. EIA (LOCAL)

The State of Texas requires students to pass end of course exams in the following subjects: English I and II; Biology; United States History; Algebra I. In addition to these assessments, IH and IB students are evaluated in each course as to their level of preparation for the IB exams.

At the beginning of the school year, it is the responsibility of the teachers in the IH and IB classes to communicate their individual assessment policies to the students and the

parents / guardians. The teacher will also communicate any changes in policy as the course proceeds.

[EIA\(LOCAL\) ACADEMIC ACHIEVEMENT&GRADING/PROGRESS REPORTS TO PARENTS](#)

Grades

It is the teachers' responsibility to issue grades in a timely manner. The grading period is six weeks; the teacher must show at least six grades for each of the six weeks. The school issues progress reports every three weeks showing a numeric grade. Grades are available online via Focus Portal on the ECISD website. To communicate expectations and to set goals, the teacher will work with the student and the parents to keep everyone apprised of the student's progress.

The minimum passing grade in any IH or IB course is a 70. Upon the occasion that a student's six-week average falls below 70, that grade serves as a warning to the student and parent that improvement is needed. A student may exit an IH or IB course during the first six-week period or at the end of the first semester (ECISD Course Description, online). Should it be necessary for a student to leave the IH or IB Program, that student will choose courses where greater success is possible. In the event that the student resides out of the school's attendance zone, that student may remain at OHS to complete the year. Following that, the student may remain at OHS via an agreement to complete two IB courses and the corresponding exams (IB Attendance and Access).



GPA (Grade Point Average) Tiers Board Policy EIC Local		
Class of 2024, 2025, and 2026 Tiers		Class of 2027 Tiers
Tier One	4.0 GPA Scale <ul style="list-style-type: none"> General Core (English, Math, Science, Social Studies that count toward graduation in the core area) and Languages Other than English. 	4.0 GPA Scale <ul style="list-style-type: none"> General Core (English, Math, Science, Social Studies that count toward graduation in the core area) and Languages Other than English.
Tier Two	4.5 GPA Scale <ul style="list-style-type: none"> Eligible Dual Core courses (English, Math, Science, and Social Studies that count toward graduation in the core area) and Dual Languages other than English. 	4.5 GPA Scale <ul style="list-style-type: none"> Eligible Dual Core courses (English, Math, Science, and Social Studies that count toward graduation in the core area) and Dual Languages other than English. Dual non-core courses AP non-core courses CTE Advanced Courses and Programs of Study Level 3 and Level 4 Electives
Tier Three	5.0 GPA Scale <ul style="list-style-type: none"> Eligible Core Honors, IH, AP and IB Core Courses (English, Math, Science, and Social Studies that count toward graduation in the core area) IB non-core courses IH, AP and IB Languages other than English 	5.0 GPA Scale <ul style="list-style-type: none"> Eligible Core Honors, IH, AP and IB Core Courses (English, Math, Science, and Social Studies that count toward graduation in the core area) IB non-core courses IH, AP and IB Languages other than English
Local Graduation Honors	Final GPA will be calculated after the <i>end of the fall semester</i> .	
Grade Point Chart	The District shall convert semester grades earned in eligible courses to grade points in accordance with the following EIC local board policy chart and shall calculate a weighted GPA.	

The International Baccalaureate assessment of student work is criterion based, formative, and summative. In recognition of these distinctions, the OHS IB Program supports student learning in the following ways.

Rationale - All learners need to have a clear picture of where they begin; how they develop; and where they finish.

- Clarifying prior knowledge is very important whether it is in the design of a teaching unit or a daily practice during the lesson cycle.
- Formative assessment allows for scaffolding of instruction.
- Acceleration of instruction based on diagnostic assessments.

- Through reflection, students take ownership of their learning and establish realistic goals for improvement.
- Teacher feedback, both written and verbal, shows students their level of accomplishment. The teacher gains insight that guides future planning.

Guidelines for Assessment – Using the IB assessment guidelines focuses the direction of teaching and learning as the students prepare for IB exams.

- Teachers will provide diagnostic assessments to determine the best direction for instruction.
- Criterion referenced grading evaluates student work against a standard. In this way, an objective evaluation is possible because one student's work is not compared to another's to determine the level of achievement.
- The teacher provides the assessment criteria to the student so the student can understand the destination of his/her learning.
- The teacher may modify the assessment criteria set out by IB. There is a distinction between the formal IB summative assessment and the summative assessments designed by the teacher. The teacher modifies the summative assessment to address the students' progress in the course.
- Summative assessments allow the student to show the level of accomplishment at that point in the course. The teacher monitors progress and determines how to proceed with instruction.
- Summative assessments allow students to demonstrate achievement and / or expertise.

Practice - Because teaching and learning is a combination of collaborative and individual work, we provide a variety of ways for students to show their accomplishments.

- Oral assignments develop students in the academic conversation that constructs meaning. Class discussions, seminars, debates, and presentations show student learning through interaction with each other and with the teacher. In these activities, aspects of the IB Learner Profile come to life.
- Group and solo performances
- Classroom demonstrations
- Tests and quizzes
- Homework
- Simulations
- Portfolios

Homework may be used for any of the following purposes: pre-teaching assessment; remediation; acceleration; scaffolding; practice; reflection.

Reporting Student Progress –

- Grade reporting happens at designated intervals as established by district policy ACADEMIC ACHIEVEMENT EIA(LEGAL).
- In the middle of the grading period, we issue progress reports to our students.

- Grades are reported at the end of each six weeks and at the end of each semester.
- Parents/Guardians have access to their student's grades through the parent portal of the gradebook system.
- Coaches, coordinators, and counselors can track student progress in other classes through the Focus Program.
- Administrators and counselors are able to view student grades. As needed, consultation among some or all of the following is part of reporting student progress: student; teacher; parent; counselor; IB Coordinator; and administrator.

[EIA\(LOCAL\) - ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS](#)

POLICY REVIEW – ROLES AND RESPONSIBILITIES

This policy will be reviewed annually. Upon review by faculty, administrators, and IB Coordinator, the policy will be revised as needed. Data is reviewed as part of this practice.

Last reviewed by Melissa Roth. Aug. 2023