

THS IB Assessment Policy

Purposes of Assessment

Assessment serves many important purposes, including: 1) to promote and support learning, 2) to assign grades that accurately communicate each student's academic achievement to students, parents, and academic institutions, 3) to monitor student learning and guide future instruction, 4) to encourage students to review and apply what they have learned, and 5) to extend knowledge, foster inquiry, and promote critical thinking.

Philosophy of Assessment

First and foremost, Tigard High School and Tigard-Tualatin School District value and promote the principle of Equity in all things. Equity must be considered in the design and planning of all classroom assessments, as well as in the grading policies of teachers. Similarly, assessments and grading policies should whenever possible reflect the principles of culturally responsive teaching. In addition, teachers should consider the principles of trauma informed learning when designing assessments, grading policies, and assessing student work.

Tigard High School strives to maintain a high degree of teacher autonomy in instruction and assessment. Therefore, assessment requirements are intentionally flexible so that teachers can tailor their assessments and policies to the demands of their particular courses as well as to their strengths and teaching styles. However, the following principles shall guide the assessment practices of all teachers.

Assessment Principles

- All assessments should be based on clearly defined content standards specific to each course. Standards should be communicated to students in advance so that students know what they are expected to know and what they are expected to be able to do.
- Assessment should be accurate and reliable. Student grades should be based on sufficient number of samples for statistical validity.
- Assessment should drive instruction. Teachers should analyze the results of both formative and summative assessments and adjust their instruction accordingly, both on a student-by-student bases and on a whole-class basis.
- Assessments should provide timely, specific feedback to students. (4.3 Provides students with effective descriptive feedback to guide their progress toward understanding and identifying quality work.
- Students should have multiple opportunities to demonstrate mastery of standards.
- All courses should include frequent and varied assessments, in diverse formats. This applies to both formative and summative assessments.
- Assessments should be adapted to the needs of a diverse student population, including students with disabilities and English language learners.

- Assessments should be criterion related, i.e., evaluated against specific standards, criteria, or scoring guides, which are clearly communicated to students in advance. Norm-referenced tests are generally not appropriate or permissible.
- Assessments should be carefully designed to match learning objectives. (TTSD Licensed Evaluation Standard 4.1 - “Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.”)

Assessment Practices

- All teachers shall provide frequent opportunities for assessment
- No single assessment shall count for more than 20% of a student’s final grade.
- The point values of assessments should be weighted in a logical manner commensurate to the size and scope of the assessment
- Teachers shall provide multiple opportunities for students to meet course standards.
- Grades must not be based on student behavior, but only on student achievement.
(However, teachers may deduct a reasonable number of points for late assignments and retests, and may give partial credit or no credit in cases of cheating or plagiarism (see the THS IB Academic Integrity Policy for details).

Teacher Responsibilities

- Communicate their specific grading policies to students and parents
- Communicate course content and skills standards to students and parents
- Utilize a variety of assessment types for both formative and summative assessments
- Align assessments with IB content and skills standards from the relevant Subject Guide
- Intentionally Design formative and summative assessments to prepare students for the IB internal and external assessments for their course
- Give students sufficient direction and guidance for all IB assessments, including teaching the necessary skills, explaining the scoring criteria, and allowing for revision of drafts according to the regulations in their Subject Guide.
- Align course assessments with IB assessment instruments whenever possible.
- Review and explain IB scoring guides to students
- Provide samples of internal and external assessments to students
- Update grades weekly on Synergy or Canvas (learning management systems) (TTSD Licensed Evaluation Standard 5.2 “The teacher effectively communicates with families to improve student success”)
- Return graded assessments in a timely manner
- Provide constructive feedback on student assessments
- Incorporate opportunities for non-graded practice of content and skills (example: peer editing, self-grading)
- Teachers may set their own policies regarding weight of assessment categories (e.g. homework, tests, etc.) and penalties for late work, and retesting.

- For courses taught by multiple teachers, teachers will meet with Student Achievement Teams regularly to design common formative and summative assessments and analyze the results.
- For IB courses taught by multiple teachers, those teachers must meet to develop consistent scoring standards for Internal Assessments. Teachers are encouraged to score IAs together to ensure consistency.

Teachers are encouraged to:

- Communicate daily learning objectives to students
- Provide students with formal opportunities to engage in reflection on their own learning and their own work
- Score samples of internal and external assessments with students using the IB rubric, and/or have students score samples themselves, individually or in groups.

Formative Assessment

Formative assessments include all assessments that occur before the summative assessment for a given unit. Formative assessments include quizzes, quick-writes, exit tickets, review assignments, and questioning. In IB courses, formative assessments include first drafts of IAs and other IB assessments. They may be graded or ungraded. Formative assessments are an important part of the learning process, as having students restate and/or apply what they have been taught cements learning. Similarly, students learn from the feedback they receive on formative assessments. This is why formative assessments are sometimes referred to as “assessments *for* learning.” A second but equally important purpose of formative assessment is that it can be used by teachers to inform their instruction. Teachers should analyze the results of formative assessments to determine student understanding, and adjust their teaching as needed in accordance with the data. The use of formative assessment is recognized by IB in the Approaches to Teaching (Informed by Assessment). This is further supported by the following TTSD Licensed Evaluation Standards:

- 2.7 The teacher provides opportunities for students to process and practice.
- 2.8 [The teacher] monitors student progress by checking for understanding.
- 4.2 “[The teacher] works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction. [The teacher] documents, analyzes, and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.”
- 5.6 “Teacher continuously monitors student progress, adjusting strategies as needed as a part of the student learning and growth goal setting and self reflection process.”

Summative Assessment

Summative Assessments are generally given at the end of each major unit of study. The purpose of summative assessment is to measure student knowledge and ability to apply learned skills. Summative assessments may include tests, essays, presentations, projects and portfolios. In IB courses, summative assessments include the final drafts of IAs and other IB assessments.

Grading

IB courses must be taken for a letter grade (A-F) rather than pass/fail, except in cases of extraordinary extenuating circumstances. IB courses are bound by the same grading policies as other Tigard High School courses regarding weighting and grade boundaries.

As the THS IB Language Policy correctly states that “all IB teachers are language teachers,” teachers in Groups 3-6 are encouraged to give instruction and feedback on writing conventions, grammar, etc., where appropriate. However, they are discouraged from deducting a significant number of points from assignments for those types of errors. (However, when those errors impeded readability and obscure the meaning, point deduction is appropriate.)

Homework

Keeping in mind that IB Diploma Candidates frequently take six or seven IB courses at once, IB teachers are encouraged to limit homework to approximately 45 minutes per night.

Publication and Updating

The IB Coordinator is responsible for communicating and updating the IB assessment policy. Last updated Oct. 2020.

Implementation and Training

The THS administrative team and instructional coaches are responsible for training new and returning teachers on assessment policies and practices during school inservice training. THS administrators are responsible for monitoring the implementation thereof, including the work of Student Achievement Teams, through the licensed evaluation process.

For more information about Tigard-Tualatin School District assessment policies, please see: <https://www.ttstdschools.org/site/Default.aspx?PageID=262>