



Southridge High School Assessment Policy

Philosophy

The Beaverton School District (BSD) goal is “*WE empower all students to achieve post-high school success.*” There are four pillars of learning for the Beaverton School District:

1. **WE Expect Excellence:** We teach students knowledge and skills for our evolving world. WE seek, support, and recognize world-class employees.
2. **WE Innovate:** WE engage students with a variety of relevant and challenging learning experiences. WE create learning environments that promote student achievement.
3. **WE Embrace Equity:** WE build honest, safe, and inclusive relationships with our diverse students and their families. WE provide needed support so that every student succeeds.
4. **WE Collaborate:** WE work and learn in teams to understand student needs and improve learning outcomes. WE partner with our community to educate and serve students.

Recognizing that teaching, learning and assessment are interdependent, the primary purpose of assessment and evaluation is to improve student learning and communicate progress to students, families, and stakeholders. The assessment practices are equitable to all students, and expectations and explanations are clearly communicated and defined. Effective assessments allow teachers and students to analyze their learning and understand what needs to be improved, highlight their strengths, and experience successful learning.

Formative assessments help students develop their academic abilities and self-confidence, and develop skills which they need for reflective and independent study. In other words, it is part of instruction practices to help all students become more effective learners through timely and useful feedback. Summative assessments communicate the level of achievement or proficiency attained at a specific point in time.

Assessment, both formative and summative, should complement and reinforce the delivery of the curriculum.

Assessment Principles

- Use suitable forms of assessment, based on expectations and learning targets which are clear, realistic, and understood by the students
- Ensure that all students experience challenge and a measure of success
- Recognize the whole range of students’ experiences and achievement
- Enable students to develop skills that are needed to become effective learners
- Provide constructive feedback to students to discuss weaknesses in students’ learning and offer a remedial strategy
- Provide information about how students learn
- Determine what students know and understand
- Diagnose students’ needs
- Reflect the curriculum as an integral part of teaching and learning at all levels
- Use a Standards Based Assessment model with a grading scale of 1-4 based on rubric criteria.

- Monitor teaching objectives against learning standards and outcome
- Motivate both teachers and learners through success in achievement
- Act as a feedback mechanism for curriculum development
- Provide accommodations or modifications for students with special assessment needs, particularly those served through Individual Education Plans or 504 Plans
- Use authentic assessment in conjunction with other forms of assessment, such as standardized tests, in order to assess student performance and basic skill levels
- Report student achievement in relation to academic course goals and standards separately from behavior affecting academic achievement
- Ensure that methods, practices, and materials used for assessment are inclusive and committed to equity
- As technology advances, assure teachers and students have a wider variety of assessment tools to use.

Assessment Practices

Southridge assessment practice will be based upon both formative and summative assessments. Assessments will provide multiple opportunities for students to learn and be assessed on each learning target.

Formative assessment provides feedback for both teachers and students. These assessments measure the knowledge, skills and understanding of student achievement, providing feedback to students on their progress. Additionally, formative assessments inform teachers of the effectiveness of the curriculum and instruction. Formative assessments may include, but are not limited to:

- Electronic assessments (Quizlet, Canvas)
- Quizzes
- Homework
- Short and extended responses (handwritten on-demand and/or computer processed)
- Group work
- Class discussions
- Lab experiments
- Sketchbooks, reflection logs
- Peer and self-assessments

Summative assessments report the level of achievement attained at the end of instruction. These assessments are designed and moderated with other teachers of the same subject. Summative assessments are done in a proctored environment to ensure that it is a student's own work. Summative assessments may include, but are not limited to:

- Unit Tests
- Final Exams
- Presentations and Performances
- Portfolios (Language & Service Learning)
- Project based learning (Experiments & Engineering Projects)
- Essays (handwritten on demand and/or computer processed)

Rubrics and scoring criteria guides by IB and BSD are used to assess all learning targets. The rubrics will be available for students, parents/guardians, and teachers. The availability of these rubrics provides consistency in grading, and also enables students to work towards self-assessment of learning. The Learning Targets and the rubrics for each course are posted on

Teachersource and Synergy. Students and their families see their proficiency level descriptors and academic learning targets on Synergy.

Homework Policy

The purpose of homework is to extend learning beyond the classroom and to diagnose the effectiveness of teaching and learning and to develop the skills of pupils as independent learners. Homework is assigned to reinforce knowledge and skills learned in class and is generally used as a formative assessment or interim assessment:

Homework can take many different forms such as:

- continuing or completing class work
- reviewing/learning new work done in class
- reading for specific purposes
- researching a given topic
- writing: answering questions or extended pieces of writing
- revision/preparation for tests/exams

Homework is:

- set regularly
- relevant
- clearly explained to students in terms of expected outcomes
- assessed effectively with feedback

Recording, Reporting, and Responsibilities

Strong communication between teachers, parents and students is essential to support home/school partnerships and student success. This policy outlines the principles we abide by for grading and reporting of student achievement.

1. Southridge High School staff maintain high standards with the goal of preparing all students to be college and career ready. Student achievement includes the following elements, which shall be measured and reported separately:
 - Academic achievement in relation to course goals and standards
 - Behavior affecting academic achievement (e.g., attitude, effort and attendance)
 - i. While behavior may affect achievement, it shall not be used as criteria for determining a student's grade in relation to academic course goals and standards
2. Reporting of student achievement shall be:
 - clear, understandable, and accessible through Synergy
 - consistent and standardized across subjects
 - based on valid and reliable assessment
 - efficient and manageable for all stakeholders
 - timely and at regular intervals
 - provided when student academic performance or behavior jeopardizes success or shows sudden marked deterioration
3. Letter grades and GPA information shall be provided, consistent with the expectations of universities and accrediting associations.
4. With advance notice, student achievement reports will be provided in an alternative format or language, in order to promote effective communication with individuals with disabilities or language needs.
5. Pass/Fail Option for Students
 - No student will receive a pass/fail mark solely due to a disability or limited language proficiency.
 - No student will receive a pass/fail mark solely due to accommodations.

- Pass/Fail grades may be used to indicate achievement of demonstration of basic proficiency for students in the following circumstances
 - .Students in an Individualized Education Program (IEP)
 - i.Students on a 504 plan
 - ii.Students enrolled in English as a second language program
 - iii.Transfer students
 - iv.Extended absences due to illness or injury
 - v.Extended absence due to participation in a district-approved program or activity
 - vi.Students in intervention courses addressing learning targets that are already assessed in other content-area courses
6. Technology is becoming an increasingly important communication tool for recording assessments. For performance recordings for assessments in Groups one, two, and six, staff uses Google, Audacity, and Voice Recording programs. These assessments are stored in digital format and uploaded to IBIS as required.
 7. The recording of IA assessment scores and working in all Groups is done in Google Documents, Google Sheets, and Microsoft Word
 - IA documentation is done by the teacher and shared with the Diploma Programme Coordinator.
 - Before any information is uploaded to IB, [candidate consent](#) is required of all students in the program. Teachers upload scores into IBIS from the IB website. Teachers upload moderations samples to IBIS.
 8. The recording of Language Portfolio assessment scores for all IB Career-Related Programme candidates is done in Google Documents, Google Sheets, and Microsoft Word.
 - LP documentation is done by the language mentor and shared with the Career-Related Programme Coordinator.
 9. The recording of Reflective Project assessment scores for all IB Career-Related Programme candidates is done in Google Documents, Google Sheets, and Microsoft Word.
 - Reflective Project documentation is done by the IB Personal and Professional Skills teacher(s) and shared with the Career-Related Programme Coordinator.
 10. The recording of Service Learning assessment requirements for all IB Career-Related Programme candidates is done in Google Documents, Google Sheets, and Microsoft Word.
 - SL documentation is done by the Service Learning Coordinator and shared with the Career-Related Programme Coordinator.

Assessment Security

The storage procedures of the IB Exams follow the instructions and rules found in the IB's [Annex 3: Secure storage of confidential IB material](#)

The administration and conduct of the exams follows the rules and procedures in [Diploma Programme Assessment Procedure](#).

Staff Development

The ongoing professional growth of all faculty members is essential as we strive to realize a vision of IB curriculum and courses for all in our school. To support the professional growth of classroom teachers and administrators, the district will provide professional development and resources in assessment literacy, including descriptions of tests and their appropriate uses as well as accurate interpretation of test results for individual students classrooms and buildings. Through a combination of site-based, district-based and IBO-sponsored activities, our teachers are provided multiple opportunities focused on assessment. IB teachers are trained to moderate and calibrate assessments. In the fall of 2017, the District implemented a 2-hour early release

on Wednesdays for all teachers to collaborate on Instructional Learning Teams to improve student achievement. Assessment is a focus of these Instructional Learning Teams.

All new teachers of IB are provided training from the DP and CP Coordinators for an overview of the curriculum, practices, and assessments before classroom instruction begins. Southridge trains IB teachers according to IB guidelines and trains them in compliance with new guide publications. Teachers are trained each year at regional workshops through the Northwest IB Association. MyIB is available to teachers and used to access guides and assessment materials as well as share best practices with colleagues around the world.

References and Resources:

[Diploma Programme Assessment Procedures 2019, International Baccalaureate.](#)

*Beaverton School District Board Policy IK (Academic Achievement-Grading and Reporting)
Revised 2/26/18*

*Beaverton School District Board Policy IK-AR (Academic Achievement)
Revised 2/26/18*

Beaverton School District Board Policy IL and IL-AR (Assessment Program)

IB Assessment Principles and Practices - Quality Assessments in a Digital Age, IBO

Guidelines for developing a school assessment policy in the Diploma Programme, IBO 2012

Documents used to Create the SRHS Assessment Policy in 2013

Cookstown High School Assessment Policy, March 2010

Trinity High School Assessment Policy, May 2011

Sam Houston High School Assessment Policy

International School of Beaverton Assessment Policy, 2011

International School of Paris, Secondary School Assessment Policy, 2011-12

Garrison, C. and Ehringhaus, M. 2007. Formative and summative assessments in the class.

School Leadership Team and Sub committee members Assessment Policy Committee and Process:

Assessment Subcommittee members:

Mary Alice Tilles, Spanish Teacher

Patrick Buckhalter, Business Teacher

Addie Lyden, Social Studies Teacher

Doug Boyer, Vice Principal

School Leadership Team 2019:

Celeste Colasurdo, IB DP Coordinator

Wayne Grimm, ATL Coordinator, LITT

Addie Lyden, PD TOSA

Jacob Small, PD TOSA

Jim Fewer, Performing Arts

Kim Barrett, Social Studies

Susan Murai, ELA

Steve Mills, Science, IB CP Coordinator

Marc Javurek, Math

Dustin Hass, Special Education

Bijoli Biswas, Counseling

Stacy Mix, Health/Human Performance

Pat Buckhalter, Business

Mary Alice Tillis, World Languages
Trisha Shoemaker, Athletics
Joe Traeger, Activities
Mikaela Vanderperren, ELD
Chris Martin, AVID

This document was reviewed and edited by an Assessment Subcommittee. It was then reviewed by our School Leadership Team for final review and adoption.

Assessment Policy Committee in 2013:

Committee members:

Marc Javurek, IB SL Math Teacher
Donna Dunlap, History of Americas Teacher
Bradford Hill, HL Physics Teacher
Staci Quimby, AP Statistics Teacher
Kyle Shepard, English Teacher
Nathan Beck, SL Math Teacher
Katie Wilkinson, Math Teacher
Addie Lyden, Social Studies Teacher
Mary Alice Tilles, Spanish Teacher
Brad Mastrud, Physical Education Teacher
Dave Holz, HL Physics Teacher
Doug Boyer, Vice Principal

This document was produced, reviewed and edited by the Assessment Policy Committee. It then went through Departments for review and then to the Curriculum and Instruction Committee for final review and adoption.

Created: April 2013

Updated: August 2018

Reviewed and Approved: October 2018

Updated April 2019