



ASSESSMENT POLICY
Tanglewood Middle School

SCHOOL MISSION: Tanglewood Middle School is an International Baccalaureate World School whose goal is to provide a quality education by empowering individuals to become caring, self-sufficient, globally conscious citizens, who value innovation and sustainability as a lifelong process.

Philosophy

General Assessment Reporting is designed to support and encourage student learning. This policy provides a clear understanding of what is being assessed and criteria for success. Each student assessment will reflect his or her progress toward and mastery of district curriculum objectives, MYP objectives and the development of approaches to learning (ATL) skills. Assessment criteria (graded assignments) in the IB MYP are designed, developed, and applied by teachers working with students in their schools. The assessment model (use of rubrics) supports the professional judgment of the teacher in deciding the levels of achievement of individual students.

Types of Assessments

Formative: These assessments are given through the unit of learning. Formative assessments allow the teachers to effectively see where student deficits are and provide intervention. Formative assessments serve as a way for students to reflect on their own approaches to learning. Formative assessments may include homework, quizzes, exit tickets, or other classwork assignments.

Summative Assessment: Occurs at the end of the teaching and learning for a given topic. These address various learning styles and allow students to demonstrate what they have learned. Summative assessments include unit exams, and summative projects and performances.

District Common Assessments: HISD uses NWEA MAP testing to periodically assess student achievement in Reading, Math, and Science. This test measures student progress and compares it to other students at a national level. Students also participate in the State of Texas Assessment of Academic Readiness (STAAR) test at the end of the year. Years 1, 2 and 3 are assessed in Math and Reading and Year 3 is also assessed in Science and Social Studies.

General Assessment and Reporting Guidelines for All Courses

All assessments 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 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 particular 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.
- Rubric grades must be reported back to students on assignments.
- Percentage grades must be determined using the appropriate IB MYP conversion chart.

Every criterion **MUST** be assessed at least once per semester. 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 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 assignment so that assignments are not disproportionately weighed in the grade book. The expectation is to achieve an appropriate balance of criteria throughout each grading cycle.

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

All grading categories and their corresponding weights **MUST** adhere to those adopted by the school for the current year.

IB Conversion

Letter	IB (HISD)	Description
A	IB – 8 (100) IB – 7 (95) IB – 6 (90)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight, and always produces work of high quality.
B	IB – 5 (85) IB – 4 (80)	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in various situations. The student shows evidence of analysis, synthesis, and evaluation where appropriate, and occasionally demonstrates originality and insight.
C	IB – 3 (75)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
D	IB 2 – (70)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
F	IB 1 – (60)	Minimal achievement in terms of the objectives. Based on teacher review of assessment. No demonstration of required knowledge and skills.

Communication

We believe that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership. We report the progress of students through the following methods:

- Progress Reports – Every 6 weeks

- Report Cards - Every 6 weeks
- Posting of assignments and grades on HISD Connect
- Canvas
- Phone calls, E-mail, and verbal communication

Roles and Responsibilities

STUDENT RESPONSIBILITIES

- To take responsibility for and ownership of their learning.
- To self-advocate.
- To have the official Tanglewood Middle School Student planner in every class, every day and use the planner to record homework and assignments.
- To turn in their assignments on time.
- To create an HISD Connect account and check their grades at least twice a week.
- When students are absent, they are responsible for seeing their teacher and making up any missing work or missed tests within 3 days of their return to school.
- To reflect on their learning.
- To identify their own strengths and weaknesses in each subject area.

TEACHER EXPECTATIONS

- Assignments will be assessed and posted on HISD Connect (PowerSchool) promptly so that students receive feedback and parents can access accurate information.
- Teachers will make every effort to assess and post the assignment grade within seven (7) school days from when the assignment was received, barring unforeseen circumstances.
- Teachers are expected to assess all assignments using the IB HISD Conversion.
- To provide consistent timely feedback and opportunity for reflection.
- To identify strengths and weaknesses in components of the subject area.
- To promote students' responsibility for and ownership of learning.
- To encourage students to self-advocate.

ADMINISTRATION EXPECTATIONS

- To check teacher grades at progress reports and report cards to ensure that teachers are using the IB conversion.
- To generate and view reports showing the number of failures and honor roll students.

PARENT EXPECTATIONS

- To check their student planners and provide support at home for learning.
- To set up and maintain an HISD account and check their students grades weekly.
- To check grades through Connect, along with reviewing progress reports and report cards.
- To promote students' responsibility for and ownership of learning.
- To encourage students to self-advocate.

Re-teaching/Intervention/Re-assessment

Students who receive a failing grade on any assignment that counts toward the final IB achievement level will have an opportunity to receive reteaching and will be reassessed for mastery. It is the student's responsibility to initiate this process. Students will have three (3) school days to be reassessed for mastery. Per secondary guidelines, "under no circumstance will a student be allowed to retake a final examination to improve his grade" Students will not be allowed to be reassessed on midterms and finals.

Make-up Work/ Late Work

Students are expected to complete all assignments that assess their mastery of district learning objectives. The teacher will mark "Inc" or "Msg" in PowerSchool if the work is received after the due date. A student may be assigned to attend a detention to complete the work. A student will have three (3) school days to complete the assignment or re-do the assignment to show mastery of district objectives. Late work will be accepted up to three (3) school days after the due date, with a maximum score of IB-3 (75), but it will not be accepted after 4:00 PM on the third calendar day.

Special Code in HISD Connect

Inc (Incomplete) This indicates that the student was absent and did not turn in an assignment. The student will be expected to complete the assignment within the accepted time for an absence.

Msg (Missing) This indicates that the student was present and did not turn in an assignment. The student will be given three (3) school days to complete the assignment for a maximum score of IB-3 (75). Exc (Excused) This indicates that the teacher has excused an assignment, and that the grade will not be factored into the student's final IB achievement level.

Conduct

Academic grades will not reflect students' conduct. Teachers will use District pre-set comment codes on the progress report/report card to give feedback about conduct. Students may receive conduct cuts due to behaviors such as incorrect headings, consistently late assignments, inappropriate behavior, etc. E (Excellent) Indicates that the student *always*: • Is prepared for class • Is respectful to teacher and peers • Completes homework and turns it in on time S (Satisfactory) Indicates that the student *consistently*: • Is prepared for class • Is respectful to teacher and peers • Completes homework and turns it in on time P (Poor Quality) Indicates that the student *sometimes*: • Is prepared for class • Is respectful to teacher and peers • Completes homework and turns it in on time U (Unsatisfactory) Indicates that the student *rarely*: • Is prepared for class • Is respectful to teacher and peers • Completes homework and turns it in on time.

MYP-specific Guidelines

All general assessment guidelines are to be followed in addition to the following:

To meet quality assurance needs regarding MYP Prescribed Minimum Tasks:

- At least one assessment from the prescribed minimum task list must be completed in cycles 1, 2, 4, and 5.
- Each prescribed minimum task must be assessed against at least 2 criteria.
- Over the year, every criterion shall be assessed in a prescribed minimum task at least twice. To accomplish this, use a variety of task options.
- The assessment of the prescribed minimum task will be assigned to the appropriate criterion categories in the grade book.
- Use the criterion rubric(s) selected for the task as a formative assessment at progress report and record the grade appropriately.

- Final rubric grades for every “MYP Prescribed Minimum Task” assessment will be recorded into the Connect online grade book system using the IB HISD conversion.
- Four examples of student work should be retained for each “MYP Prescribed Minimum Task” for submission to the IB as a Monitoring of Assessment sample.

We are required to report MYP grades to both students and parents. Tanglewood Middle School uses HISD Connect to record and report MYP grades 12 times per school year (6 progress reports and 6 report cards for each 6 weeks).

IB Policy Review

This policy is reviewed and updated annually by school staff and the Shared Decision-Making Committee. This policy was reviewed and approved by representatives of the school staff, parents, and community members in October 2024.