

**Travis B. Bryan High School  
International Baccalaureate Programme  
Assessment Policy**

**I. Philosophy and Principles**

In the Bryan Independent School District, student achievement is a primary goal. As a data-driven district, a variety of assessments such as formative, teacher-driven activities, Texas state summative assessments, and national/international exams are used to measure student performance.

**A. Philosophy**

Assessment should support curricular goals and encourage appropriate student learning. It should be an authentic demonstration of an understanding of course aims and objectives that calls for critical and creative thinking. Students need to understand the assessment expectations, standards, and practices and these standards should be embedded in instruction, class, and homework. Assessment helps instructors monitor and evaluate student progress toward meeting Texas, Bryan ISD, and IB standards. Assessments also provide feedback to students, parents, teachers, and other stakeholders and may be used to evaluate the suitability of courses, aiding the school and district to develop short and long term achievement goals.

**B. Principles of Assessment**

Bryan High School administration and staff recognize that both formative and summative assessment play a vital role in the instruction cycle – planning, teaching, assessing, reporting, and reflecting. Formative assessment involves a range of both formal and informal assessment procedures conducted by teachers *during* the learning process to monitor student learning and to provide ongoing feedback that can be used by teachers to modify teaching and by students to improve their learning. Summative assessment involves procedures that evaluate student learning *at the end* of an instructional unit by comparing the assessment to a standard or benchmark. Information from summative assessments can also be used formatively when students and teachers use it to modify their efforts and activities in subsequent units. Teachers are responsible for designing and providing assessment structures and practices that help students, parents, teachers, and administrators:

**Effective Assessment Allows Students To:**

- Improve their understanding of the standards excellence and where their own work stands in relation to the standard.
- Recall, adapt, and apply knowledge and skills to new questions and contexts.
- Demonstrate a broad range of conceptual understanding and skills.
- Demonstrate critical and creative thinking abilities.
- Utilize a variety of learning styles and intelligences.
- Analyze their own learning and perform self-reflection on their strengths and areas for improvement.
- Set goals for their own learning and develop strategies to improve performance.

**Effective Assessment Allows Parents To:**

- Monitor evidence of student learning.
- Provide detailed feedback on the nature of a student's strengths and limitations.
- Provide opportunities of support to students and teachers.
- Identify teaching practices and lessons that are taking place in the classroom.

**Effective Assessment Allows Teachers To:**

- Administer assessment in accordance with district, state, and IB/AP principles and standards.
- Provide criteria required for producing a quality product.
- Provide timely and clear feedback that is constructive towards current and future learning.
- Engage in self-reflection to inform and improve instruction.
- Provide for a variety of assessments.
- Recognize students' different learning styles and develop assessments to utilize these styles.

- Assess in a context that is meaningful, relevant, and motivating to students.
- Maintain detailed assessment records.
- Analyze data to identify patterns in student performance and needs.
- Recognize a student's level of English language competency when developing assessments. (See also Travis B. Bryan Language Policy)

**Effective Assessment Allows Administrators To:**

- Support teachers in maintaining and developing assessment skills strategies.
- Use student achievement data to set school-wide, departmental, and individual goals.
- Maintain detailed assessment records and provide timely feedback to students, parents, and the district.
- Provide time for teachers to plan and reflect.
- Provide training on data analysis and use.

**II. Assessment Practices at Bryan High School**

**A. Strategies**

Bryan High School teachers employ a number of different practices and instruments to evaluate student progress. Some assessments are informal classroom checks for understanding such as observations, questioning, discussion, exit/admit slips, graphic organizers, peer/self-assessments, practice presentations, visual representations, kinesthetic assessments, individual whiteboards, and think-pair-share.

More formal, and often summative assessments, include unit and semester exams, final projects or papers, and senior recitals and exhibitions. These can be used in a formative way to provide benchmarks, identify strengths and weaknesses, and modify teaching. Final summative assessment occurs at the end of each course. Students participate in semester exams that are part of their grade, and provide feedback on the mastery of the class content. IB and AP testing are also administered as the exit level exams for these courses.

**B. State Mandated Assessments**

Students in Texas are required to take end-of-course exams in Algebra 1, English 1 and 2, Biology, and US History. All students in Texas, including IB students, must achieve passing scores on the Texas end-of-course exams.

**C. Optional Tests Taken by Bryan High Students**

Other exams that are frequently taken by students at Bryan High include the following:

- PSAT (preliminary SAT exam administered in grades 9, 10, and 11)
- SAT (college readiness exam)
- ACT (college readiness exam)
- TELPAS - Texas English Language Proficiency Assessment System
- AP Exams (Advanced Placement exams, grades 9-12)

**D. District Grading Guidelines**

The grading guidelines are put forth by the district each year and cover the grading, recording, reporting, and expectations regarding formative and summative assessments. The most current document can be found on the Bryan ISD website. Sections and excerpts pertaining to the high school context are below.

**Terminology and General Procedures**

**Grades**

Grades are assigned as an indication of the level of academic development in an elementary, intermediate, or secondary school subject, course, or class.

## Daily Grades

The purpose of daily grades is not to evaluate a student's final achievement of a topic, but to determine progress toward mastery of the Texas Essential Knowledge and Skills (TEKS). These grades help determine the student's progress in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Therefore, if a student scores below 75 on a daily assignment and works to master those same TEKS that were assessed on the daily assignment, a teacher may allow a student a reasonable opportunity to make up or redo a daily assignment for which the student received a failing grade and submit before the end of the six weeks. Daily grades should be based on individual student performance and not on whole class performance and behavior. Homework is an example of a daily grade and should not make up the entire category.

The list below provides examples of typical daily grades. Although this list contains several examples, it should not be considered an all-inclusive list. A variety of other assignments may be used in this category.

- Homework
- Journals
- Lab activities/reports
- Learning centers/stations
- Notebooks
- Oral assessment
- Practice items
- Quizzes
- Products of the stages of writing
- Computer activities
- Writing compositions

## Major Grades

The purpose of major grades is to evaluate student mastery of the information or skills. Major grades evaluate mastery of TEKS, concepts, understanding, and district objectives. Students' grades shall not be penalized for disciplinary reasons. In courses for high school credit, assignments and assessments taken as major grades (see examples below) should be the same by campus within a course.

The list below provides examples of typical major grades. Although this list contains several examples, it should not be considered an all-inclusive list. A variety of other assignments may be used in this category.

- Writing compositions\*\*
- Lab reports
- Performances\*\*
- Portfolios\*\*
- Presentations\*\*
- Research projects\*\*
- Special projects\*\*
- Products of the stages of writing
- Tests/Major assessments
- District Based Assessments (DBAs) and Benchmark Assessments\*

\* Per the Bryan ISD Assessment plan, campuses make decisions on the use of district-based assessments and Benchmark grades. Refer to the campus testing coordinator for information.

\*\* Rubrics or specific guidelines would be used to score these assignments.

## Grading Procedures in Grades 9-12

### Minimum Number of Grades in Grades 9-12

For each six-week report card period, the minimum number of grades to be used in calculating the six-week average for each core subject and/or course is as follows:

	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Language Arts</b>	<b>Electives</b>
<b>Daily Grades</b>	10	10	10	10	10
<b>Major Grades</b>	3	3	3	3	3

**Grades 9-12 Minimum Number of Grades**

\* Language Arts grades must include written compositions, grammar, and conventions.

**Posting of Grades in Grades 9-12**

A minimum of 2 daily grades (including graded homework) must be recorded in the online grading system per week until the minimum number of grades is met. Grades will be collected and posted throughout the six weeks.

- By the end of each 3-week progress report, at least 1 major grade must be recorded in the online grading system.
- At least 2 major grades must be recorded in the online grading system by the end of the 5<sup>th</sup> week of the six weeks.
- Each major grade must be a separate grade.
- Each major grade should only count once in order to avoid penalizing students unreasonably for the same assignment.
- If grades are dropped, the remaining number of grades must meet the minimum expectations set in the table above.
- Due to school holidays, testing schedules for District Based Assessments and/or Benchmarks, and other special circumstances, deviations from this requirement will occur with administrative approval.

Teachers with shared grading responsibilities (ex. resource teacher, co-teacher, etc) must provide grades to the teacher of record in a manner that allows for the weekly posting of grades.

All grades taken shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

**Calculating Progress Reports & Six Week Averages in Grades 9-12**

The following percentages apply for report card grade calculation:

	<b>On-Level Courses</b>	<b>Academic Courses* (Honors /OnRamps, Pre-Advanced courses)</b>	<b>Advanced Courses* (AP and IB)</b>
<b>Daily Grades</b>	40%	30%	20%
<b>Major Grades</b>	60%	70%	80%

\* Deviations from these percentages must be course specific, district-wide, and approved at the district level. See the high school section titled, “Grade Category Weights by Course” for specific information.

The district will report progress to parents as numerical scores. Numerical grades will be reported on a scale of 0 to 100 with 70 as the passing standard. A 100 is the highest grade that can be recorded. The lowest passing grade is 70. The grading scale is:

- A = 90-100
- B = 80-89
- C = 70-79
- F = Failing (Below 70)

### **III. IB Assessments**

IB Assessments are criterion referenced assessments. Each student is assessed in relation to identified standards and criterion rather than against the work of other students.

Students, parents, and staff are made aware of the IB assessment criterion by:

- Teachers' shared course curricula, scope and sequence, and syllabi
- Teachers' direct instruction
- Informational meetings provided by the IB Coordinator
- IB Examination meetings provided by the IB coordinator for all grade 11 and 12 students preparing for IB examinations
- Bryan High School IB Program website
- IBO website

#### **A. Internal Assessments**

Internal assessment allows student assessment to be carried out by IB teachers over the duration of the course. Teachers mark individual pieces of work against an IB-standardized rubric, and this grade counts as a percentage of the students' overall IB scores for that course. A required sample of the teacher-marked work is sent to an IB moderator who then evaluates the teacher's application of the scoring rubric. Teachers are required to submit Internal Assessment scores to the IB Coordinator prior to submission to the IBO. Teachers are informed of the sample selected to send to IB.

Currently, only one teacher is involved in teaching each IB course. However, since internal assessments are collected by subject, not by teacher, and are sent for moderation as school samples, not class samples, if there were multiple teachers of a subject, there would need to be standardization of their markings. Teachers would observe each other's classes and collaborate on unit planning and common assessment so that any moderation adjustment would be equitable for all students concerned.

The calendar dates for the completion of the Internal Assessments are governed by the Bryan High School IB Calendar. This calendar is provided to students and is posted on the Bryan High IB Program website. It is designed to fairly provide equitable distribution of internal assessment over grades 11 and 12, thus reducing stress on students and allowing time for teachers to provide feedback on drafts, check the authenticity of the work, mark the final pieces of work, and prepare moderation samples in an organized manner. The calendar is designed with input from teachers and feedback from students graduating from the program.

#### **B. External assessments**

External assessment refers to work that is conducted and overseen by examination invigilator (proctors) and is then sent to IB examiners to be graded externally. External assessments are internationally benchmarked, which balances valid measurement with reliable results. These external assessments are primarily end-of-course examinations, but also include work such as the Extended Essay, English A1 HL Essay, the Theory of Knowledge essay, and Collaborative Projects in Film and Theatre.

The Extended Essay, the culminating project of the Diploma Programme, begins in the junior year and is completed during the senior year. The process for the EE is part of an independent study skills class, while guidance and evaluation are provided by each student's individual EE supervisor. Details are provided in the Extended Essay Handbook.

Travis B. Bryan High School adheres to the External Assessment due dates as determined by the IBO. Students and parents are provided an IB examination calendar which is posted in the Bryan High IB website.

### **C. Predicted Grades**

The Predicted Grade (PG) is the IB teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. A PG may be used:

- By the IBO in grade award meetings when considering a student's grade distributions and the performance of individual candidates.
- By the IBO as a basis for review of student work if the grade award varies significantly from the predicted grade.
- By universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers.

Teachers are required to submit Predicted Grades to the IB Coordinator prior to required submission to IB. The IB office will not release Predicted Grades to students or parents. Teachers are not required to release Predicted Grades to students or parents.

### **D. International Baccalaureate Grading Scale**

While each subject area has a set of specific grade descriptors, the following is provided as a general descriptor for all courses:

- 7 Excellent performance, conceptual awareness, and insight
- 6 Very good performance, detailed knowledge
- 5 Good performance, using subject specific terminology
- 4 Adequate performance and understanding
- 3 Limited performance and understanding
- 2 Superficial performance, knowledge, and understanding
- 1 Rudimentary performance, very limited understanding and knowledge

### **E. IB Examinations**

IB examinations at Bryan High School are conducted in strict accordance with IB regulations.

School and district staff invigilate (proctor) all IB exams. All invigilators must undergo training to review exam procedures and policies. Teachers are not allowed to invigilate exams for their own courses. Security for exams is the responsibility of the IB Diploma Program Coordinator and Bryan High School administration. Exams and exam materials are secured in accordance with IBO regulations.

### **F. IB Diploma Passing Regulations**

The detailed rules found in *General Regulations: Diploma Programme and Assessment Procedures* elaborate on the nuances of the requirements to earn an IB Diploma. At its most basic level, a candidate must achieve at least 24 points from their combined grades in six subjects and satisfactorily complete the core elements of the Extended Essay, Theory of Knowledge, and Creativity, Action, Service (CAS) components.

At the beginning of each school year, the Coordinator will discuss grading requirements, failing conditions, and bonus points from TOK/EE with students. *IB Diploma Programme - Simplifying the Diploma Requirements and Failing Conditions* is provided for students, parents, and community members via the Bryan High IB Program website.

## **IV. Roles and Responsibilities**

### **A. Student Responsibilities**

- Students are responsible for their own learning.
- Students analyze their own learning (based on IB rubrics) and perform self-reflection on their strengths and areas for improvement.

- Students set goals for their own learning and develop strategies to improve performance with the goal of continuous improvement.
- Students are responsible for maintaining academic integrity.
- Students may be asked to keep personal data folders providing records of their progress and achievement.
- Students are responsible for completing homework in a timely manner so it can be reviewed and analyzed.

## **B. Teacher Responsibilities**

- Summative assessment is concerned with measuring students' understanding and application of concepts, skills, and course content against Diploma Program criteria. Because of the high stakes nature of this assessment process, it is essential that IB teachers fully understand the principles and practices that the IB uses to conduct summative assessments *and* communicate those expectations to students so they know how they will be judged at the end of the course.
- Teachers are responsible for reading and implementing the information contained in the IB subject guide that explains the assessment model and practices for their particular subject.
- Teachers must use their knowledge of IB summative assessment expectations and practices to design and provide formative assessment structures and practices, including daily practice, class discussions, teacher observations, classroom assignments, presentations, homework, and quizzes that help students improve their performance.
- Teachers should encourage effective dialogue and feedback on what students have/have not understood in the lesson. This information should guide future lesson planning, individualize instruction, and encourage students to take responsibility for their learning.
- The teacher uses detailed assessment criteria (rubrics) to allow students to analyze their own work and peer-evaluate others. In IB classrooms, the teachers may use the 7-point grading scale - these may be translated to a 100-point scale that correlates to the Bryan ISD system.
- Teachers prepare summative assessments, including tests, projects, and major papers that conform to the IB standards.
- Teachers are responsible for assessing student work, recording grades, and discussing achievement issues with parents, students, administrators, and counselors. Teachers will collaborate at least once a month to discuss student progress, cross-curricular ideas, and assessment.
- Teachers are required to use Turnitin.com to authenticate student work.
- Teachers will submit predicted grades and internally/externally assessed work to the IB Coordinator in a timely manner as indicated on the Travis B. Bryan IB Teacher Calendar.
- Teachers analyze data from formative and summative assessments, including the products of a Category 2a Enquiry Upon Results and yearly data analysis of IB scores, to determine their own strengths and weaknesses, and develop a plan of action.
- Teachers are required to attend professional development opportunities offered by the IBO.
- Teachers are required to modify student work in accordance with modifications specified in ARD, 504, and ELL paperwork.

## **C. District-Level Responsibilities**

- Subject area coordinators provide assistance in developing lessons and assessment instruments.
- Subject area coordinators may also design district level common assessments.
- Subject area coordinators assist in the collection, dissemination, and analysis of the results of benchmark exams to determine improvements.

## **D. Building Administrator and Counselor Responsibilities**

- Building administrations and counselors provide support and evaluation of the assessment process at the building level and analyze data to determine improvements.
- Building administrators, in conjunction with the IB Coordinator, ensure exam security and a suitable location for IB exams.

- Counselors review 4 year plans and transcripts to ensure that Bryan ISD and IB requirements are met.
- Counselors review students' four year plans for proper placement in IB courses.

#### **E. School Board and Superintendent**

- The superintendent and school board receive periodic reports on benchmarks and summative assessments and analyze data to determine improvements.
- The superintendent and school board review and amend grading and assessment policies.

#### **F. IB Coordinator**

- The IB Coordinator works with teachers to ensure they fully understand their own subjects' latest requirements and assessment procedures, noting any new policy changes.
- The IB Coordinator interviews teachers and students regarding the previous year's calendar and student preparation for IB assessments to create a calendar to ensure that DP requirements are met and make curricular modifications and adjustments.
- The IB Coordinator communicates with parents, students, and staff detailing changes to any policy.
- The IB Coordinator oversees CAS and the Extended Essay and works closely with the EE and CAS coordinators to implement these elements in compliance with IBO expectations.
- The IB Coordinator registers students as examination candidates.
- The IB Coordinator enters data in the IB information system (IBIS) including predicted grades.
- The IB Coordinator supports students with assessment access requirements.
- The IB Coordinator administers and oversees the May IB testing, including exam security.
- The IB Coordinator assists students with enquiry upon results requests and university receipt of results.
- The IB Coordinator ensures a clear and unified approach in planning to include IB *Approaches to Teaching and Learning* activities.
- The IB Coordinator ensures that the standard to which coursework is marked is established and monitored.
- The IB Coordinator assists teachers in purchasing the supplies and equipment needed to effectively teach and assess their course.
- The IB Coordinator ensures that teachers have received appropriate IB authorized training.

### **V. Connections to Other Policies**

#### **A. Admissions**

Students and parents who express interest in the IB program are counseled on the rigors of the program, including the structure of assessments. This information is also published on the BHS IB website. As students are accepted to the program, they meet with the IB Coordinator and/or IB Counselor to discuss course selections that are most appropriate to the student's interests and levels of achievement.

#### **B. Academic Integrity**

All students accepted into the Bryan High School IB program are required to read, accept, and sign the school's Academic Integrity Policy. Parents also sign the policy. A copy of the signed policy is kept in the student's IB file until graduation. During the student's enrollment in the IB program, any infraction of the Academic Integrity policy is dealt with by the course instructor and/or the IB Coordinator. Parents are notified of Academic Integrity infractions as well. If the infraction is serious enough, the student may be removed from the IB Program. The IBO may also have their own sanctions.

#### **C. Language**

Teachers are trained in instructional strategies for English Language Learners and implement these strategies as a part of their instruction as well as formative and summative assessments.

As per IB policy set forth in *Access and Inclusion Policy*, language learners whose English proficiency is below that determined “linguistically competent” are eligible for inclusive access arrangements such as extra time, reading software, or a word processor.

#### **D. Inclusion (Special Education Needs)**

Students with learning support requirements may need support and arrangements for teaching, learning, and assessment. It is the responsibility of the school to meet the student’s learning needs. Bryan High School follows the IB guidelines set forth in the *Access and Inclusion Policy* as well as the *Assessment Procedures*.

The coordinator collaborates with counselors, teachers, parents, and students to identify students who need access arrangements and to collect the appropriate documentation. The IB Coordinator then submits requests for inclusive assessment arrangements through IBIS by the appropriate deadlines and ensures that the student receives the approved accommodations or modifications.

### **VI. Policy Review**

Due to the changing needs of our IB students and to ensure that the assessment policy continues to be an active and vital part of the IB program, it will be reviewed on a yearly basis. Students and teachers will be surveyed following the May exams concerning the level of preparedness and any changes they would suggest regarding deadlines, instruction, communication, etc. A committee comprised of the IB Coordinator, subject area teachers, and a building administrator will meet in June to analyze the recommendations, construct a revised calendar, and review and revise the assessment policy as needed. Updates will be posted on the BHS IB website. New teachers will receive instruction on assessment policies by the IB Coordinator prior to the start of school. Teachers, students, parents, and staff will be notified of policy changes at the start of the school year.

#### **Supporting Documents**

*Access and Inclusion Policy*. A publication of the International Baccalaureate Organization. United Kingdom. IBO. November 2018

*Diploma Programme Assessment Procedures 2021*. A publication of the International Baccalaureate Organization. United Kingdom. IBO. September 2020

*General Regulations: Diploma Program*. A publication of the International Baccalaureate Organization. United Kingdom. IBO. May 2019

*IB Diploma Programme - Simplifying the Diploma Requirements and Failing Conditions*. A publication of the International Baccalaureate Organization. United Kingdom. IBO. February 2014

Travis B. Bryan High School IB Program Admissions policy

Travis B. Bryan High School IB Program Academic Integrity policy

Travis B. Bryan High School IB Program Language Policy

Travis B. Bryan High School IB Program Inclusion (Special Education Needs) Policy

Travis B. Bryan High School IB Program Extended Essay Handbook

Travis B. Bryan High School IB Program IB Calendar

**Policy Determination**

The Assessment Policy was determined by guidelines of the board of education and the IBO. The IB Coordinator, Director of Advanced Academics, the campus Coordinator for Testing and Special Programs, the Head Principal, and the Associate Principal, with input from students, parents, and content teachers, had a part in developing the assessment policy for Travis B. Bryan High School.

Assessment policy last update Fall 2020