



BUSINESS, EDUCATION, TECHNOLOGY ACADEMY ASSESSMENT POLICY

PHILOSOPHY

The South Texas BETA recognizes that teaching, learning and assessment are fundamentally interdependent. A fair and consistent assessment policy will effectively reflect student progress, will help students improve habits and performance, and will promote confidence in the standards and curriculum objectives of the program. Assessment is designed to improve student learning through a comprehensive and academic rigorous program of studies.

- Assessment is anchored in authentic tasks.
- Assessment utilizes a balanced range of strategies for formative and summative tasks.
- Assessment will be formative (for learning) to assist students in building understanding, skills and knowledge to become lifelong learners.
- Assessment will also be summative to evaluate student knowledge and application.
- Timely, specific, and supportive feedback is central to all learning and level of achievement.
- Students should have a wide variety of different authentic assessment opportunities (written assignments, oral presentations, field work, practical work, exhibitions, performances, tests and examinations, research papers, peer and self-assessment.) utilizing technology and community resources.
- Students should have an active role in peer and self-assessment.
- Reflection is an essential process of self-assessment and enhances global understanding.

ASSESSMENT PRACTICES

Formative Assessment

Through a variety of methods, ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked and provide feedback that is responsive to student needs and informs teaching practice.

Summative Assessment

Summative assessment happens at the end of the teaching and learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. Assessment tasks should reflect the objectives and assessment criteria of the Diploma Programme and may take a variety of forms: tests, examinations, projects, lab reports, essays, presentations, etc.

ASSESSMENT AND CURRICULUM DEVELOPMENT

The curriculum cycle begins and ends with assessment, and it is used as one measure to determine the effectiveness of curriculum delivery. Assessment in conjunction with teacher and student reflection is one of many curriculum development tools used to review the effectiveness of teaching strategies and materials.

Standardized Tests

Students at South Texas BETA take all state and local mandated tests.

Assessment Guidelines

All student assessment procedures shall conform to the following policy and procedural requirements:

1. There must be a minimum of at least three grades per student during each three weeks progress report grading period. There must be a minimum of at least three grades per student during the three week prior to the end of a report card grading period. There may be more than three grades posted during a three week period.
2. Reporting of student progress on report cards shall be a numerical score between 0 and 100 (Policy EIA, Local).
3. Grades of less than 70 on a report card shall state the need for a parent conference as well as required attendance for tutorials and other interventions (Policy EIA, Local).
4. Makeup work due date(s) shall be established on an individual basis through conversation with the teacher, student, and parent. Reasonableness shall guide the makeup activity due dates. Students absent for several days will have makeup work for several courses. The agreed upon makeup work and deadlines will be documented on the district makeup work form, complete with signatures. A copy of the form will be given to the student, a copy mailed to the parent, and one copy kept on file by the teacher.
5. Students shall receive credit for satisfactory makeup work after an unexcused absence. Teachers may impose a grade adjustment on the work made up by a student for an unexcused absence; however, the grade adjustment procedure used

must have been stated in writing in the course outline distributed at the beginning of the course and prior to the grade adjustment (Policy EIAB, Local).

6. Students shall receive credit for satisfactory makeup work after an excused absence, including absences as a result of suspension. There shall be no grade penalty if the assignment is completed within the agreed upon time frame documented on the district makeup work form.
7. Report card grade changes due to make up work shall be completed prior to end of the next report card grading period. The teacher shall complete a report card grade change form and submit it to the campus administration prior to the end of the next report card grading period.
8. Student contracts and other interventions impacting a report card grade shall be completed prior to the end of the next report card grading period. The teacher shall complete a report card grade change form and submit it to the campus administration prior to the end of the next report card grading period.

Grade Reporting

The school district requires that progress reports be sent out three weeks into each nine-week grading period, at the end of each nine week grading period, and at the end of each semester. Semester grades are calculated by averaging the two nine weeks' grades and the final exam grade. The passing standard is 70% and ½ credit is given for each semester passed by the student.

Assessment Re-takes

South Texas BETA requires a student earning a failing grade in a major assessment to be given a reasonable opportunity for re-taking or re-submitting the assessment in compliance with the following guidelines:

Exams

1. individual instruction
2. additional formative assessment and subsequent instruction
3. peer tutoring/peer teaching
4. extra/different assignments
5. direct tutoring
6. structured group activities
7. alternative instructional delivery systems, example: online learning
8. student contracts
9. variable scheduling

10. Title I or compensatory education services
11. TAKS remediation classes
12. reading or math improvement class
13. study guides, or other appropriate materials
14. student contracts in the summer
15. summer school
16. other interventions as part of the campus pyramid of interventions

Retesting of skills not mastered shall be included in all formal and informal lesson planning for students who need re-evaluation of performance. Immediately after assessment reveals non-mastery, reteaching shall occur. The proper use of formative assessment will dramatically reduce the need for reteaching and retesting.

The teacher's policy regarding the weights of retests must be stated in writing on the course outline, approved by the campus administration, and made known to students and parents prior to retesting.

The principal shall utilize department collaboration and the site-based management process in establishing campus and department procedures for the evaluation of student performance regarding retests.

Semester exams and six or nine week exams do not require retesting.

Final Examinations and Exemptions

South Texas BETA follows all district guidelines and policies with regard to final examinations and exemptions.

GRADING IN THE DIPLOMA PROGRAMME

Assessment in the IB Diploma Programme is guided by the IB goals and the guidelines specified in the course guides for each specific subject. Additionally, to accommodate state and local requirements, traditional percentage grades, 1-100, will be given on all assignments and student averages are reported at three week, six week, nine week, and semester intervals.

IB Assessments

IB assessments are criterion related which means that the method of assessment judges each student in relation to identified standards and criteria for each subject area, not against other students' performance.

Students and parents are made aware of the IB assessment criteria by:

- New Student Recruitment Night during the Spring before 11th grade
- New DP parents and students meeting at the beginning of the 11th grade year
- Mail-out to 11th grade parents during first semester of the 11th grade year
- Teacher produced syllabi explaining specific course requirements and assessments
- Teacher provided information regarding requirements for specific assessments
- Postings on the South Texas BETA website

Internal Assessments

Prior to the beginning of the school year, Diploma Programme teachers meet to create the annual assessment calendar to ensure that the various Internal Assessments are spread throughout the year, giving students ample opportunity to complete all Internal Assessment requirements within the specified timelines.

Internal Assessments are required components that make up a percentage of the student's overall IB score in each subject. Teachers instruct students on proper procedures regarding completion of the Internal Assessment, including determining whether or not group work is permitted.

Teachers mark individual pieces of work using specific mark bands and the practice of "best fit" against the criteria in the mark bands.

Teachers submit their Internal Assessment grades to the IB Coordinator no later than April 1 so that they can be sent to IB. IB then selects a sample of the Internal Assessments to moderate. This sample is sent to a specified moderator who will mark the Internal Assessments, evaluating the teacher's application of the grading rubrics. The level of agreement between the moderator and the teacher regarding grade assignment determines the grades for all students submitting an Internal Assessment for the course.

External Assessments

External Assessment refers to work that is conducted and overseen by teachers or proctors and then graded externally by IB appointed examiners. IB exams in May of the junior or senior year are the primary means of external assessment.

IB Exam dates are determined by IB every year. These dates are adhered to by South Texas BETA and are set. Students taking other examinations, such as AP exams, must schedule those exams around the set IB exam schedule.

The IB Exam schedule is shared with students at the beginning of the year so that they can begin to plan, with the counselor, any alternative testing arrangements for other exams.

The IB Exam schedule is published on the South Texas BETA website to inform parents and students.

External Assessments also include work such as the Extended Essay, Language A and Language B written assignments and the TOK essay. Dates for these external assessments are included in the annual assessment calendar and are determined through agreement by DP teachers and consideration of IB established deadlines for submission of these components.

Predicted Grades

The Predicted Grade is the 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.

Individual teachers may, but are not required, to inform students of their predicted grades for the course. The IB Coordinator or Head of School at South Texas BETA will not release predicted grades to students or parents. Teachers are required to submit Predicted Grades to the IB Diploma Programme Coordinator no later than April 1.

Predicted Grades may be used:

- by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- by South Texas BETA as an evaluation tool of teacher comprehension of the requirements and standards of their course

GRADING SCALES AND DESCRIPTORS

IB Grading Scale

7	Excellent performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance

1	Very Poor Performance
---	-----------------------

South Texas BETA Internal Grading Scale

A	90-100 %
B	80-89 %
C	75-79 %
D	70-74%
F	69% and below

IB DIPLOMA PASSING REGULATIONS

Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and on the Extended Essay. The maximum possible score is thus 45 points. The minimum score for a candidate to earn their IB Diploma is 24 points.

The IB Diploma will not be awarded to a candidate if certain requirements have not been met.

A Diploma candidate will not receive an IB Diploma if

- the candidate’s total earned points across the Diploma program is less than 24
- an N (no grade issued) has been given for one or more subjects, theory of knowledge or the extended essay
- a grade E(elementary) has been awarded for either theory of knowledge or the extended essay
- there is a grade 1 awarded in any subject and level
- CAS requirements have not been completed
- the candidate is found guilty of malpractice by the grade award committee
- grade 3 or below has been awarded four or more times
- grade 2 or below has been awarded 3 or more times

- the total cumulative score of the candidate's higher level (HL) courses is less than 12 points
- the total cumulative score of the candidate's standard level (SL) courses is less than 9 points

IB EXAMS

IB exams at South Texas BETA are conducted during the month of May in strict accordance with IB specified schedules and regulations.

The Coordinator and Head of School collaborate at the beginning of the year to plan the logistics for examinations given the number of candidates testing in a given year for each course. Exams are conducted on the South Texas BETA campus using the gym, Gateway to the World library, and isolated classrooms. Exam invigilation is performed by staff members. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted are not allowed to invigilate that specific exam. Security for exams is the responsibility of the IB Coordinator and Head of School.

The Conduct of Examinations Notice to Candidates is posted in the school building before and during testing and at testing sites during examinations. Students are given a copy of the Notice prior to examinations so that students and parents are aware of the procedure for IB Examinations. The Notice is also reviewed with students through their Language A class prior to examinations.

OTHER POLICIES AND EXPECTATIONS

Academic Malpractice

South Texas BETA offers quality education that not only ensures knowledge, but also cultivates the virtues of honor, courtesy, and perseverance. Of these virtues, honor is of great importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. Students shall be honor bound to submit their own authentic work that reflects their own language, expression and ideas. Students shall be honor bound to refrain from cheating of every kind, including plagiarism. Students shall be honor bound to take actions to stop any and all instances of academic malpractice which they see. Such actions include speaking directly to the offender, speaking privately to an adult (teacher, counselor, administrator), or filing an Honor Code complaint in the IB office. Inaction implies condoning the inappropriate behavior. Living in a manner that is consistent with this honor code will produce an atmosphere of trust, freedom, and integrity rarely found on American high school campuses.

The School's Expectations of the Student

The teacher can expect students to:

- be fully prepared for class work and assessments
- submit any required work (homework, class work, assignments, projects, IB assessments) on time and with due diligence
- submit authentic work that reflects the student's own language, expression and ideas
- present work neatly and appropriately, meeting all requirements as clearly identified by the teacher
- follow specified rules and procedures with respect to IB assignments and assessments.

Should the student fail to meet any or all of these requirements the teacher *may*:

- ask the student to re-do any work that is not presented to the required standard
- enter a reduced grade or a zero for work that is submitted after a deadline, in accordance with school board policy

The Students' Expectation of the Teacher

The student can expect that:

- assessments will be marked rigorously and returned to the student in timely manner
- rubrics for assessment are made available to better understand expectations
- assessments will be genuine and will give students the opportunity to achieve up to the highest levels of the assessed criteria
- teachers will be equitable with all students
- adequate time and resources will be given to complete long-term or complex assignments, such as projects, essays, and research papers

The Expectation of the Parent

South Texas BETA encourages parents to offer constructive and positive support as students complete their school work. However, this support should not go so far as to compromise the authenticity of the student's work. Parents should also keep in mind that the programme of study that the student has undertaken is very demanding and will require more time and effort than they may have previously experienced.

South Texas BETA recommends that:

- the student is provided with a quiet space at home and adequate time to complete their school work.
- the student has access to a computer with adequate word processing facility and printing capability.*
- the student have internet access and/or access to a library.*

*Internet access and printing is available on campus.

Working with Assessment

To ensure the Assessment Policy is a working document, the following practices are in place:

- The IB leadership team for the IB Programme meets once per semester to consider changes and evaluate the program, including policies. Any proposed changes to policy will be shared with the IB faculty and administration before changes are made.
- Teachers, new to the DP faculty, will receive training at the beginning of the year on the assessment policy. New faculty will be sent to IB training as soon as possible to help develop an understanding of the relationship between IB and South Texas BETA assessment requirements.
- Subject teachers across the DP are given planning time to ensure appropriate assessment, creating a smooth transition between both programs.
- The DP faculty receives subject reports and candidate reports every year so that teachers may evaluate their marking and understanding of the IB criteria and mark bands. The faculty is also reminded to visit the OCC to give feedback on the IB examinations and to see IB subject reports for the examination session.

- Announcements for subject review from the Coordinator Notes are given to the appropriate teacher to encourage participation in the process.