



Assessment Policy

School Mission and Vision Statement

Our vision: Alex Sanger Preparatory School aspires to become the leading International Baccalaureate (IB) and Dual Language school in East Dallas. We are committed to cultivating globally-minded scholars who are well-prepared for academic and professional success, poised to contribute significantly to their communities and the world.

Our mission: Alex Sanger Preparatory School delivers a world-class education that promotes equity through dual language proficiency and experiential learning. We empower our students to evolve into globally-minded scholars who possess the skills to make a positive impact on society, both locally and globally.

Philosophy

At Alex Sanger Middle School, our assessment philosophy integrates a holistic approach inspired by educational stakeholders and the IB learner profile. We emphasize both formative and summative assessments, viewing formative assessments as opportunities for students to learn from managed errors. Feedback is central, and tasks are designed to be authentic, reflecting our commitment to cultural sensitivity. Collaboration and transparency are key, with criteria shared before assessments. Our philosophy underscores the role of assessment in continuous curriculum improvement, supporting a personalized learning environment that evaluates the full spectrum of the IB learner profile. Our aim is to provide adaptable and personal feedback, ensuring students develop essential skills for success in a diverse global context.

Goals of Assessment

At Alex Sanger Middle School, our assessment goals are centered on fostering meaningful and constructive learning experiences. We aim to provide timely and insightful feedback across all areas of learning, avoiding assessments for mere report accumulation. Our commitment includes promoting excellence and joy in learning, emphasizing self-assessment and peer-assessment for mutual understanding between students and teachers.

Assessment is a dynamic practice that not only measures learning but also drives instruction collaboratively with teachers, students, and parents. We prioritize the development of authentic assessment tasks, specific, varied, and applicable to real-world scenarios. This approach actively involves students in their learning journey, showcasing skills in expression, collaboration, and a commitment to service.

Our collaborative assessment practices involve all stakeholders—students, teachers, and parents. Standardization ensures consistency across the school, fostering a shared understanding of expectations. In summary, our assessment goals at Alex Sanger Middle



School create a positive and authentic learning environment, enhancing the learning experience for holistic student development.

Approaches to Learning

Additionally, assessment in the MYP plays a significant role in the development of approaches to learning (ATL) skills. These processes of thinking should enable students to arrive at an enhanced understanding of their strengths and limitations. To support ATL skills, the program stresses the importance of both student and teacher self-assessment and reflection throughout the entirety of the Unit.

Types of Assessment

- **Pre-assessment** – All teachers will assess student's prior knowledge and experience before embarking on new learning experiences.
- **Formative assessment** – On-going 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. A variety of methods will be used. Teachers are expected to keep records of their formative assessments.
- **Summative assessment** – Summative assessment happens at the end of the teaching and learning process and is planned in advance. The assessment is designed so that students can show their understanding of concepts, knowledge and skills in authentic contexts.
- **Self-assessment**- A continuous and reflective practice empowering students to actively shape their learning journey. It serves as an ongoing process where students reflect on their progress, set learning goals, and contribute to their educational development. Self-assessment enriches the authenticity of evaluations, fostering metacognitive skills and a sense of ownership in the learning process.

Mandatory Assessments

All teachers must administer the following assessments per district and state guidelines:

- STAAR (State of Texas Assessments of Academic Readiness)
- Measures of Academic Progress (MAP) Assessment
- Academic Course Performance (ACP) Assessment for High school Level Courses (Physics and Algebra)
- District Unit Assessments for core content courses

Recording and Reporting Formative and Summative Assessments

- Student work on formative and summative assessments is assessed using the Middle Years Programme (MYP) subject group criteria. Teachers use MYP-published criteria for assessment tasks during the year.
- Objectives from all eight required subject groups are assessed using MYP-published criteria multiple times during the school year.



- Teachers use the Year 1 or 3 of the published rubric appropriate to a student's year in the programme. Sixth and seventh grade teachers use the Year 1 rubric consistently. Eighth-grade teachers use the Year 3 rubric consistently.
- MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria
- Rubrics **MUST** be provided to students before the start of the assessment.
- All teachers and students must use the rubrics to inform their progress throughout the assessment period.

Equivalency Chart: MYP assessment scores to Dallas ISD scores

- Teachers need a grade out of 100% when entering Powerschool grades.
- Allows students to get IB and DISD credit for assessments.
 - Using task-specific rubrics from subject guides students earn an IB grade (1-8) and a DISD grade (50-100)

IB Achievement Level	DISD Grade
8	100
7	95
6	90
5	85
4	75
3	70
2	65
1	50

Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP. In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible levels of achievement.

Using MYP Criteria and Determining Achievement Levels for All Subject Areas

To determine a student's achievement level, teachers will use a criterion-related approach. Student performance will be measured using predetermined assessment criteria based on the aims and objectives of each subject area. To determine a student's overall semester achievement level, teachers will gather evidence from various summative assessments and make a professional and informed decision guided by criteria. Aggregating a student's 0-8 levels for each subject's four criteria to a number out of 32. This score is compared to IB published grade boundaries to establish an overall 1-7 MYP grade.



IB Grade	Grade Boundaries
1	1- 5
2	6- 9
3	10- 14
4	15- 18
5	19- 23
6	24- 27
7	28-32

Reporting on Learning

At Sanger MS, we believe that parents, teachers, and students are partners in education.

Students and parents are kept informed in the following ways:

- Open-house and parent teacher conference week
- Powerschool (online grade book)
- Teacher and/or counselor e-mails, phone calls, and meetings
- Teacher-student feedback
- Reports:
 - Progress reports are sent out to families every three weeks
 - Report cards are shared with families every nine weeks
- Individual Education Plan (IEP) meetings for special needs students and LPAC meetings for English language learners

The Learning Community

Teacher's Responsibilities

- Clearly outline assessment expectations in advance using written guidelines and rubrics.
- Give timely and detailed feedback on assignments
- Create opportunities for students to assess their own work
- Give opportunities for students to assess and be assessed by their peers
- Plan meaningful assessments that clearly contribute to learning
- Create assessments that require the use of the application and analysis
- Modify teaching based on formative assessment data throughout the unit
- Analyze assessment data to identify student performance and needs
- Work in collaborative teams to create learning opportunities that allow students to succeed on common assessments
- Give feedback on formative assessments before assessing summatively
- Enter both formative and summative assessments in Powerschool.



- Work with the Special Education, Dyslexia, and Campus Instructional Leadership Team (CILT) to design assessments that will effectively assess students' learning with specific learning needs.
- Communicate with students' advisors and parents when students have excelled or been challenged by an assessment

Student Responsibilities

- Act as autonomous learners by thinking independently, assessing progress, and taking responsibility for deadlines
- Analyze and monitor their own formative and summative assessment data to assess their progress
- Arrange meetings with subject teachers to get additional support when needed and personalized feedback.
- Prepare for all assessments to maximize growth
- Submit work on or before the assigned due date
- Follow academic honesty guidelines and ensure that any work that is submitted is your own and referenced using MLA format.

Family/Community Responsibilities

- Review assessment results with student
- Set goals with the student and review them periodically
- Talk to your student about the importance of statewide tests (STAAR) and the importance of reviewing all assessments

MYP Coordinator, and Secondary Administration Responsibilities

- Observe and encourage peer-to-peer observations that cultivate a culture of reflection regarding the assessment of learning and the use of instructional best practices.
- Support summative assessment
- Ensure each subject group accesses each prescribed criteria using IB rubrics (Task-specific) each year
- Ensure each strand of each subject group is assessed twice yearly

Policy Review

This policy is reviewed and updated on an annual basis in August. To adjust the policy for the upcoming year based on the previous year.

Policy Communication

This policy is shared annually with all school constituents via Staff and Parent Newsletters as well as campus meetings and professional development. This policy will also be available to staff and parents online.

References:



Hector P Garcia Assessment Policy, 2023

<https://drive.google.com/file/d/1BcngiAI5BrpE6ZEw-ftIOuvq6Py8TLkO/view>

International Baccalaureate Organization (May 2014). MYP: From principles into practice.

Accessed October 18, 2022, from www.ibo.org