



San Antonio Independent School District  
**MARIN B. FENWICK ACADEMY**  
 2022-2023



## Assessment Policy

### Assessment Philosophy

Assessment is key to all teaching and learning. It includes gathering and analyzing informal and formal data to determine student learning needs. This data guides instruction and identifies what students know, understand, and can do. Assessment is a continuous process, varied in type and purpose, and must be communicated to the students and their guardians in a timely manner. Both students and teachers need to be actively involved in the data analysis process. Effective assessment practices are essential to all teaching and learning.

### Purpose of Assessment

The purpose of assessment is to engage in continuous quality improvement of our program. Students are assessed to measure the growth of knowledge and to determine intervention and enrichment. Teachers monitor and adjust instruction to meet the needs of all learners. Students are gaining value from experiences established and creating new learning goals for instruction.

### Assessment Practices

Assessment at Fenwick is structured through various forms of formative and summative tasks. They occur daily, weekly, and monthly as needed throughout instruction. The assessments effectively evaluate the skills needed for mastery of the Texas Essential of Knowledge and Skills (TEKS) learning standards as well as students' understanding of central ideas (PYP) and statements of inquiry (MYP).

### Types of Assessments:

FORMATIVE	SUMMATIVE
<p>Assessments given that allow for teachers to provide continuous feedback on the learning experiences.</p>	<p>Assessments that allow for students to show their mastery of a learned skill or topic. This allows teachers to evaluate the efficacy of instruction and showcase student mastery.</p>
<ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Student Reflections</li> <li>● Student self-assessment</li> <li>● Peer-assessment</li> <li>● Observation</li> <li>● Student/Teacher created Rubrics</li> <li>● Portfolios</li> <li>● Student/Teacher Conferences</li> <li>● Curriculum based measures</li> <li>● Pre-tests</li> <li>● Progress Monitoring</li> <li>● Exit Tickets</li> <li>● Whiteboard checks</li> </ul>	<ul style="list-style-type: none"> <li>● Individual/Group Projects or presentations</li> <li>● Student Reflections</li> <li>● Rubrics</li> <li>● Benchmark Assessments</li> <li>● Multiple Choice Assessments</li> <li>● State Assessments (e.g. STAAR, TELPAS)</li> <li>● Semester Exams</li> <li>● Student Portfolios</li> <li>● IB Summative Assessments (e.g. oral presentations, technology supported projects, written reports, arts-related presentations)</li> <li>● Cumulative Project &amp; Presentation</li> </ul>

<ul style="list-style-type: none"> <li>● Thumbs up/sideways/down</li> <li>● Classroom discussions</li> <li>● Checklists</li> <li>● Presentation/Product (individual and group)</li> <li>● Student Self-Reflections</li> <li>● Quizzes</li> <li>● Journals</li> <li>● K-W-L Chart</li> <li>● Quick checks</li> <li>● IB Learner Profile Assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ Exhibition (5th grade)</li> <li>○ Community Service Project (8th grade)</li> </ul>
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### Recording

Assessments will be recorded in a variety of ways by staff. Teachers may use whiteboards, exit tickets, state/district assessments as well as universal screeners. Assessments may also be given in various ways using technology and school approved digital platforms. Students' learning will be documented formally through data analysis tracking and informally through journaling, presentations and portfolios. Work will be collected and progress will be shown over time.

### Reporting

Grade Reporting and Placement

### Report Cards

#### ❖ District Required

- **PYP Program (Pre-K- 1):** 9-week cycles - Parents will receive a report card in nine week cycles in alignment with district grade reporting protocols. Teachers will incorporate the transdisciplinary units that were taught during the time frame of each reporting period. Families will receive 4 report cards for the school year.
- **PYP Program (2-5):** 9-week cycles - Parents will receive a report card in nine week cycles in alignment with district grade reporting protocols. Teachers will incorporate the transdisciplinary units that were taught during the time frame of each reporting period. Families will receive 4 report cards for the school year. There will be two interim progress reports sent to parents at the third and sixth week mark of each nine-week grading period.
- **MYP Program (6-8):** 9-week cycles - Parents will receive a report card in nine week cycles, for a total of 4 report cards for the school year. There will be two progress reports during the grading cycle, one at the third week and one at the sixth week of each cycle.

### Additional Reports

Parents will be provided additional information and feedback on their child's performance and progress through the following:

- Notes and copies of work will be sent home to parents or shared digitally
- IB Parent Nights held annually where students display and present evidence of their learning
- Progress Reports
- MYP summative assessment reports with subject-specific criterion (scale of 1-8)
- Frontline and Canvas (parents' and students (2-8) can access their grades, assessment scores, attendance, and other pertinent data via the SAISD parent portal website)
- Student led Parent Conference: Give students ownership of their own learning
- Parent-Teacher Conferences

Assessment reports and presentations are provided throughout the year to give families clear, timely feedback of student progress.