



San Antonio Independent School District

Marin B. Fenwick Academy

Assessment Policy

Assessment Philosophy

Fenwick Academy's philosophy on assessment applies to the whole school. Assessment is a defined learning outcome that should be continually shared with teachers, students, parents, and administrators.

Purpose of Assessment

The purpose of assessment is to engage in continuous, quality improvement of our program. Students are assessed to gain knowledge and perform proficiently. 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, monthly as needed throughout instruction. All stakeholders are responsible for assessments on campus. The assessments effectively assess the skills needed for mastery of the TEKs. Students reflect on the IB Learner Profile attributes throughout their units.

Types of Assessments:

Formative	Summative
Assessments given that allow for teachers to provide continuous feedback on the learning experiences.	Assessments that allow for students to show their mastery of a learned skill or topic. This allows teachers to see effectiveness of instruction.
<ul style="list-style-type: none"> ● Anecdotal Notes ● Student Reflections ● Observation ● Student/Teacher created Rubrics ● Portfolios ● Student/Teacher Conferences ● Curriculum based measures ● Pre-tests ● Progress Monitoring ● Exit Tickets ● Whiteboard checks ● Thumbs up/sideways/down ● Classroom discussions ● Checklists, ● Presentation/Product (individual and group) ● Student Self-Reflections ● Quizzes ● Journals ● K-W-L Chart ● IB Learner Profile Assessment 	<ul style="list-style-type: none"> ● Unit of Inquiry Assessments ● Exhibition ● Individual/Group Projects or presentations ● District and State mandated assessments ● Student Reflections ● Rubrics ● Benchmark Assessments ● Multiple Choice Assessments ● State Assessments (e.g. STAAR, TELPAS) ● Semester Exams ● IB Summative Assessments (e.g. oral presentations, technology supported projects, written reports, arts-related presentations) ● Cumulative Project & Presentation <ul style="list-style-type: none"> ○ Exhibition (5th grade) ○ Service Project (8th grade)

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. Students learning may be documented through journaling, presentations and their portfolios for PYP. The PYP portfolio will travel with the student to each grade level. Work will be collected and progress will be shown over time within the 6 transdisciplinary themes.

Reporting

Grade Reporting and Placement

PYP Program (K-5): 6-week cycles - Parents will receive a report card in six week cycles to match the timeframe of the six IB Transdisciplinary Themes. This will be 6 report cards for the school year. There will be one interim progress report sent to parents at the third week mark of each six-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 two progress reports during the grading cycle, one at the third week and one at the sixth week of each cycle.

- Notes and copies of work will be sent home to parents
- IB Learner Profile report card
- Progress Reports
- Report Card
- Student Led Parent Conference : Give students ownership of their own learning
- Parent-Teacher Conference

Assessment reports are given to provide families with clear, timely feedback of student progress.