

Assessment Policy

Tulsa Public Schools Assessment Protocol for Formative and Summative Assessment

It is the goal of Tulsa Public Schools that all tests, teacher-made, or district-facilitated, are aligned with the state standards: Oklahoma Priority Academic Student Skills (PASS) and Oklahoma Academic Standards (OAS). Teachers play a critical role for students in mastering these standards. Checklists, portfolios, teacher observations of student progress, and teacher-made tests are the primary assessment tools for each classroom. Aligned classroom assessments enable educators to make diagnostic instructional decisions on a continuing basis. In the standards-based system, the development of curriculum and instruction occurs after reviewing and developing the assessment instrument. Classroom assessments are aligned with content standards and district level assessments for accountability.

Tulsa Public School District Testing

Tulsa Public Schools curriculum is aligned to the Oklahoma Priority Academic Student Skills (PASS) and Oklahoma Academic Standards (OAS). Sixth, seventh, and eighth grade students take Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) tests at periodic checkpoints throughout the year to evaluate their progress in reading and math. If they have not shown growth, then the concepts, vocabulary, and/or skills are taught again, either in a class setting or tutorial session. These assessments measure students' achievement and prepare students to be successful on the Oklahoma Core Curriculum Tests (OCCT's) and help Tulsa Public Schools teachers plan, evaluate, and modify their instruction.

All students in the Tulsa Public School district take the state-mandated Oklahoma Core Curriculum Tests (OCCT's). Sixth and seventh grade students take OCCT's in math and reading toward the end of the school year. Toward the beginning of the school year eighth grade students take the ACT Aspire Test in math, reading, writing, and science; toward the end of the year, eighth graders take OCCT's in math, reading (with a writing component), and science.

Grading Systems

Letter grades (A, B, C, D, F, U) are used in the district to rate student progress. In addition to letter grades, symbols (INC, I, S, N) are also used to indicate progress by students. Letter grades and/or symbols will be communicated to parents/guardians through the use of a report card. The report card is only one form of communicating student progress to parents/guardians. Because of the limited scope of the report card, it is difficult to provide a comprehensive profile of the student's capacity, individual needs or growth. Therefore, the district requires that teachers hold teacher/parent conferences each semester to address any concerns with student progress. Grades are based on well-defined criteria (which are detailed in course syllabi) and teachers maintain records (grades, progress charts, etc.) containing sufficient documentation to verify or justify the grades given.

Definitions and interpretation of letter grades and symbols:

A- Superior quality of work

B- Good quality of work

C- Satisfactory quality of work

D- Below quality of work

F- Unsatisfactory work

U- Unsatisfactory work (elementary reports)

Letter grades for required academic subjects (English, mathematics, science, social studies) will be checked (Checkmark) if the student is working below grade level for the course.

INC- Incomplete

I- Is Improving

S- Satisfactory progress (this symbol is most often used in non-graded programs)

N- Needs Improvement (this symbol is most often used in non-graded programs)

MYP Assessments

Teachers internally assess the work of the MYP students; there is no formal examination structure and no system of external assessment. Internal assessment of student work is carried out using a criterion-referenced approach. It plays a major role in students' development and preparation for final assessment. Teachers have collaborated and created relevant, authentic assessments that align with MYP subject area criteria. Both formative and summative assessments are utilized. Rubrics are used to assess the products of MYP interdisciplinary units as well as single disciplinary units, and the scores are recorded in teachers' electronic gradebooks.