Lincoln High School IB Assessment Policy 

Introduction

Assessment in its many forms plays a critical role in the educational journey of our students. Assessment measures growth and provides feedback to both students and teacher about the mastery of content and skills in each subject area. Whether the assessment is formative or summative, internal or external, high expectations are required by both students and teachers for success to happen.

**Philosophy**

The purpose of assessment and evaluation is to support and improve student learning. We understand our students arrive with unique sets of talents and abilities and employ diverse learning styles and experiences. We believe assessment needs to be varied, allowing all students to demonstrate what they know and can accomplish.

Lincoln High School uses both formative and summative methods of assessment. The implementation of formative assessments measures a student’s progress in learning while summative assessments indicate the level of mastery a student achieves in a particular area of learning. Formative assessments are given throughout a learning unit with summative assessments at the end. The criterion for assessment is based on IB rubrics and curricula for each subject. Students and teachers use assessment in evaluating knowledge and skill development with the goal for students to become strong evaluators of their own learning and work.

Reasons for assessments are numerous and include:

To provide feedback to students about their learning.

To provide feedback to students on how well their performances stand

against the criteria outlined by both Lincoln High and the IBO.

To provide teachers quality feedback on student understanding, knowledge

and skill development.

To prepare students for assessments given by the IBO, Collegial institutions

and beyond.

To provide communication to students and parents, on a continual basis, the

progress of each student’s learning and skill development.

**Academic Honesty**

Academic honesty and personal integrity are fundamental in the character development of our IB students. Students are expected to behave in accordance with the Lincoln High International Baccalaureate Program Academic Honesty Policy.

Lincoln High has a site license for Turnitin.com. Student and teachers regularly use Turnitin.com to check submissions to assure academic integrity for class assignments, all internal assessments, and all external essays.

**Grading and Marking for Lincoln High School**

All Lincoln High IB classes are graded on a weighted 5.0 scale.

A – 5.0

B+ - 4.5

B – 4.0

C+ – 3.5

C – 3.0

D+ - 1.5

D – 1.0

F – 0

Formative assessments are weighted at 20% value while summative assessments are weighted at 80%.

Grading Scale for the IB Diploma Program

While Lincoln High School grades on a traditional 4 (5 weighted) point grading scale, IB uses the following numerical scale for each subject area.

7 – Excellent 6 – Very good 5- Good 4- Satisfactory 3- Mediocre 2- poor 1- very poor

The assessments for Theory of Knowledge and the Extended Essay are graded on a letter grade system as seen below.

A-Excellent B-Good C-Satisfactory D-Mediocre E-Elementary N-No grade

IB grades are determined through criterion-referenced rubrics established by IB’s standards and practices in each content area. Grades are determined by adding the scores of internal and external assessments and subject area examinations taken in May.

IB Assessments

According to the IB Diploma Assessment: Principles and Practice (2004) assessment of the DP is high-stakes, criterion-related performance assessment. It is based on the following aims, which are elaborated in the remainder of this section.

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.

2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.

3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.

4. DP assessment must pay appropriate attention to the higher-order cognitive skills

(synthesis, reflection, evaluation, critical thinking) as well as the more fundamental

cognitive skills (knowledge, understanding and application).

5. Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.

6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

**Homework**

Homework is assigned to give support and practice to learning as well as demonstrating learning in each class. Homework consists in a wide variety of experience including reading, responding to study guides questions, writing reports and essays, etc. and may count as either a formative or summative assessment. Teachers work hard to balance class time and homework so that maximum learning can take place in the most efficient manner. The amount of time a student spends on homework will vary significantly depending on ability, focus, effort, and language fluency.

 **International Baccalaureate Diploma Program Internal Assessments**

Internal assessments are pieces of student work that are evaluated by their content teacher who gives the assessment a score which may then be moderated by external examiners to ensure international parity aligned to the IB assessment criteria in that subject area. Examples of internal assessments include oral examinations in Group 1, Language A (English) and Group 2, Language B (World Languages), projects and portfolios in Group 5, Mathematics, presentations in Theory of Knowledge, practical laboratory work in Group 4, Science, artistic performances and presentations in Group 6, Arts and more. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

**International Baccalaureate Diploma Program External Assessments**

External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners. Examples of external assessments include the Extended Essay, World Literature essays for Group 1, Language A (English, Theory of Knowledge essays, Musical Investigations in Group 6, Arts and more. External assessments are heavily focused on the quality of a finished written product in the IB subject area.

**International Baccalaureate Diploma Program Examinations**

The final category of summative assessment is the subject area examinations, administered in May each year. Examinations occur under strictly controlled conditions and often over a two day period for each subject area (the afternoon and the following morning). The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area. Examinations are mailed, within 24 hours following the examination, to external examiners around the world for assessment. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade.

**Ensuring Effective Use of Criterion-Referenced Rubrics in the Lincoln High IB Diploma Program**

All teachers in the Lincoln High IB Diploma Program receive training in the IB standards and practices within their content area. Through this training, teachers learn about their subject area criteria, how to use the criteria for instruction and assessment and strategies for making the assessment criteria accessible and understood by students in the program. A variety of professional development opportunities including the Online Curriculum Centre, collaboration with other subject area teachers around the state, and review of examiner feedback to inform curricular and instructional revisions, further support teachers in their use of the assessment criteria. In circumstances where multiple teachers teach the same subject area, teachers regularly collaborate to ensure that use of assessment criteria is consistent.

Assessment Calendar(subject to change)

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| Month | Assessment | Deadline |
| August |  |  |
| Sept. | English Written Assignment Copy DueChemistry IA #1 | Sept. 2Sept. 12 |
| October | Group 2 Interactive OralChemistry IA #1Physic IA #1Biology IA #1 | Oct. 16-30Oct. 15Oct. 31Oct. 31 |
| November | Physics SL IA #1Theatre R.I. Rough Draft | Oct. 31Nov. 24 |
| December | History Investigation Title Page, Plan, Summary of Evidence, Bibliography and Footnotes Due Group 2 Written AssignmentMath HL IA TOK Presentations | Dec. 5Dec. 8-19Dec. 15Dec. 16 |
| January | Theatre R.I. Final DraftChemistry IA #3EE Final Rough DraftMath SL . Math St. IA Rough DraftBiology IA #1History Investigation DraftPhysics IA #2/Biology IA #1 | Jan. 5Jan. 5Jan. 9Jan. 9Jan. 12Jan.16Jan. 16 |
| February | Theatre PPP DuePsychology IA Clean CopyTheatre TPPP RecordingTOK PapersGroup 2 Ind. Oral AssessmentEnglish Written Assignment DueVisual Art Presentations to ClassHistory Investigation Final  | Feb. 2Feb. 16Feb. 16Feb. 16Feb. 16-20Feb. 23Feb. 26/27Feb. 27 |
| March | Visual Art Draft of Artist StatementTheatre Ind. Projects PerformedEE DueBiology IA #2Math SL/Math St. IAMusic InvestigationPsychology IA Final CopyChemistry IA #4Visual Art Scanning IWPhysics IA #3Music Compositions Visual Art Final Artist Statement | March 3March5/6March 6March 6March 16March 16March 16March 16March 17March 20March 20March 27 |
| April | Visual Art Exam | April 3 |