

Assessment Policy



Lincoln Park Academy
International Baccalaureate
Diploma Program

LINCOLN PARK ACADEMY IB ASSESSMENT POLICY

Assessment at Lincoln Park Academy will be guided by the principles and guidelines set forth in this document. All students should be given every opportunity to be successful in mastering the skills and concepts taught based on the prescribed criteria.

Philosophy

The IB program creates positive aspects in the creation of its assessments. This gives students multiple methods and opportunities to show their achievement of the subject area objectives. It is the belief in our school that students are ultimately responsible for their own learning. In addition to the stated objectives of each class, students are expected to set goals for their personal growth as life-long learners, inquirers, thinkers and communicators in creating a global outlook. This will be reflected as they progress in meeting these goals as achievement is monitored. It is the belief in our school that the coordinator and administration are responsible for supporting teachers and students in their efforts to meet the goals in their coursework. They meet this responsibility first by providing the necessary training for teachers to become knowledgeable of the needs for their subject areas. The coordinator is responsible for providing student data in a timely manner and for providing opportunities to analyze and reflect upon that data. Teachers create their own assessments to measure students' progress in addition to those required by IB.



Assessment Objectives

When conducting any form of assessment, teachers should take the following into consideration:

- Variety of learning styles
- Diverse backgrounds of learners
- Variety of different assessments (i.e. written, oral, field work, practical work, performance-based, research, peer, and self-assessed) which will make up formative and summative portions of student assessment
- Should be formative, which assists students with building comprehension and understanding, knowledge and skills
- Should be summative, which assesses the student's level of acquired understanding and comprehension, knowledge and skills
- Criteria referenced so students are assessed in line with standardized IB assessments and published learning objectives made available to both students and parents
- Measure students' ability to understand in depth conceptual material
- Ongoing and reflective, allowing for students to be able to evaluate their own progress and set targets for improvement and allowing for the school to consistently evaluate the measure of success in meeting specific learning objectives
- Categorize assessments as internal and external. Internal assessments are those assessments which students complete on site and samples are submitted to IBO for moderation. External assessments are provided, read, and graded by the IBO organization.
- Assigned achievement levels against a specific criteria for a particular piece of work in order to reflect a student's level of performance

Effective Assessment Practices

- Assessment is used before (diagnostic), during (formative), and after (summative) teaching to ensure students master the material.
- Teachers will evaluate student's knowledge and skills before developing lessons for each unit (diagnostic assessment).
- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process (formative assessment).
- Teachers will evaluate student learning of knowledge and skills at the end of each unit to report mastery (summative assessment).
- Students will practice the types of assessments (minimum prescribed tasks) required in each group multiple times and receive performance feedback in each course before the portfolio assessment is assigned.
- Self and peer assessment will be performed by students to increase their familiarity with the assessment rubrics.

Effective Assessment Practices continued

In addition, assessment will also play a vital role within the curriculum and instructional process, as it provides for the following:

- Assessment forms the integral part of the planning, assessment and reporting cycle.
- Aids in monitoring the progress of student learning and achievement
- Helps determine the effectiveness of instruction
- Informative in the evaluation of curriculum and the assessment process

Types of Assessment

Diagnostic:	Formative:	Summative:
<ul style="list-style-type: none"> • Pre-test • KWL survey • Interest inventories • Interviews 	<ul style="list-style-type: none"> • Observation • Quiz • Inquiry • Open ended task • Orals and performance based assessments • Homework/practice • Cooperative learning • Self and peer assessment • Reflection • Journal 	<ul style="list-style-type: none"> • Essay • Lab report • Oral • Performance • Test • Research or lab report • Presentation • DP task with criterion • Cumulative exam

Lincoln Park Academy's IB MYP/DP Homework Policy

The Lincoln Park Academy IB Homework Policy aims to aid students in planning their work time more effectively.

Expectations of Lincoln Park Academy **IB teachers**:

- Plan engaging and in depth activities.
- Remember that students have other classes, which make demands upon their time and mental resources.
- Avoid concentrating assignments, projects, or other work at the end of a grading period.

Homework Policy continued

Students are expected to plan ahead and budget after school time so that enough time is set aside to work on assignments over time rather than waiting until the night before an assignment is due to complete it. Additionally, it is preferred that procrastination not lead to potential academic dishonor/dishonesty. The policy recognizes that senior and junior level IB courses require significant time management skills to effectively balance class time and homework assignments.

MYP Grading Scale

Although Lincoln Park Academy is still required to utilize the state standardized grading system of A through F, the criterion-referenced assessment principles of the IB will be used with the provided grading scale to report and reflect assessment and grades.

MYP achievement level from rubric	LPA Grade
8	100
7	94
6	88
5	82
4	76
3	70
2	64
1	58
0	0

Diploma Program

The annual May examinations are externally scored with no input from teachers aside from a teacher generated report to IB based on student feedback after the test on topics such as the level of fairness and difficulty of the assessment. The May examinations include multiple choice and open-ended or essay questions. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest portion of the assessment score for each subject.

Earning the International Baccalaureate Diploma

The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of six examined subjects is graded on a scale of 1 to 7 points. A student who scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects, completes both the Theory of Knowledge class and the extended essay with at least a D grade, and satisfactorily presents evidence of personal growth in each of the seven CAS Learning Outcomes can be awarded an IB Diploma provided none of the following failing conditions exist:

- Candidate's total points are fewer than 24.
- A grade E has been awarded for one or both Theory of Knowledge and the Extended Essay.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects
- Candidate has gained fewer than 9 points on SL subjects

Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the Extended Essay contribute to the overall score through a matrix system, which awards up to 2 bonus points based on the candidate's combined performance.

Notice that a grade of "E" in Theory of Knowledge or the Extended Essay results in failure to earn the IB Diploma!

The following new matrix will be adopted from the May 2015 session

TOK/EE		B	C	D	E
A	3	3	2	2	Failing
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

References

Diploma Programme assessment: Principles and practice. IBO, 2010.

Diploma Programme: General Regulations. IBO, 2011.

Guidelines for developing a school assessment policy in the Diploma Program. IBO, 2010.

Cocoa Beach Jr/Sr High School Assessment Policy, 2014.

Sumter High School Assessment Policy, 2014.

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