

## Lincoln High School IB Assessment Guidance

### Mission

Lincoln High School's mission is to emphasize a global curriculum in which all students find belonging and reach their full potential. Lincoln strives to meet the needs of every learner in a positive, supportive environment and to provide the highest quality college and career preparation through the IB program, College and Career Technical Education (CTE), Advancement Via Individual Determination (AVID), and robust extra-curricular opportunities. These programs encourage students to think creatively, critically, and reflectively so they can be responsive to cultural and individual diversity and become compassionate, contributing members of our global community.

### School Context

Lincoln High School (LHS) is a comprehensive public high school serving more than 1600 students in an urban setting in downtown Portland, OR. As a public school, LHS' assessment practices align with the Oregon Department of Education (ODE) standards and [assessment framework](#) and the Portland Public Schools (PPS) [Quality Assessment Framework](#). PPS also defines formal reporting periods and formats within the bounds of the negotiated [contract with the Portland Association of Teachers](#) (PAT). These formal reporting mechanisms are outlined below.

Although LHS has a well-established 33 year old Diploma Program (DP), it is one of only two IB high schools among the 10 comprehensive high schools in PPS. All LHS students take at least three DP courses within our IB for All framework (Language and Literature in 11th and 12th grade and one of the Individuals and Societies offerings in 11th grade). Most students take more DP classes and almost 25% of our students are IB Diploma Candidates in a given year.

Looking forward, the Middle Year Program (MYP) promises to expand our IB for All model with all students taking 9th and 10th grade MYP courses. Once authorized as a MYP school, LHS will be the first high school in PPS with a DP that directly connects to MYP, both at LHS and in its main feeders, West Sylvan (PPS), Skyline (PPS), and the French-American School (Private). While ODE and PPS provide LHS assessment frameworks that are not directly informed by IB, their focus on proficiency assessment and equity grading practices are closely aligned with MYP assessment principles outlined in the guide [MYP: From principles into practice](#).

### General Assessment Philosophy

According to PPS, "assessment can be a powerful tool to help both educators and their students know where students are now in their learning progression and determine where they need to go next". For students, this means that assessments and assessment practices should:

- Clarify what students should know and be able to do in student-friendly language
- Provide meaningful, authentic opportunities to practice and develop skills
- Actively involve students in the learning process and build independence and self-efficacy
- Motivate and encourage students to learn and improve
- Give students timely and accurate feedback about their learning and progress
- Inform self-reflection and goal setting
- Include student input in the development of assessments and assessment criteria, when appropriate

For teachers, assessment should:

- Provide a common language for discussing teaching and learning with students and with colleagues
- Check for understanding regarding what students know and are able to do
- Reflect progress toward proficiency in grade-level standards and learning objectives
- Identify strengths as well as areas for growth for students to work on
- Inform instruction and adjustments to the curriculum
- Provide evidence for a best fit judgment about student performance in the form of wholistic feedback (ie. marks, grades)

For parents and guardians, assessment should:

- Provide updates about student progress toward learning goals (ODE standards and IB learning objectives)
- Build stronger school-family partnerships in support of learning

Additionally, high quality assessment must be inclusive and take into account students' (and families') linguistic, racial, cultural, learning, physical, and gender differences. This means that assessment practices

need to be flexible and adaptable to contexts while holding everyone to the high expectations of the standards and learning objectives identified.

### **Assessment Practices**

Assessment practices at LHS go well beyond summative judgments of student performance (ie. grades) and are better understood as timely and on-going dialogue between teachers, students, and their families. Therefore, assessment practices also comprise teacher communication about tasks (clear directions, exemplars, prior notice of assessment criteria...) and on-going feedback about performance (advice, suggestions for revision, explanation of final marks...).

Broadly speaking, assessment practices fit into three categories:

- Pre-assessment that informs instruction by giving teachers a clear picture of student proficiency, strengths, and target areas for growth
- Formative assessment that allows teachers to gauge student understanding, provides students with opportunities for practice, and for planning to adjust to give students the optimal experience for learning
- Summative assessments that offer formal opportunities for students to synthesize their understanding, provide evidence of their learning, and reflect on their progress. All summative assessments (as well as many formative assessments) in IB courses are closely tied to formal IB assessments and students routinely practice the skills necessary to score well on IB exams.

IB teachers at LHS rely heavily on the holistic criteria represented by the MYP assessment criteria and DP grade-band descriptors. Directions and criteria for formative tasks are aligned to IB course objectives so students have multiple opportunities to unpack what is expected and to practice in preparation for future work. For summative assessments, teachers use and modify IB markschemes to provide task-specific clarity and to identify a “best-fit” within them to determine the level of student performance. When available, teachers use PLC and course-alike time to compare assessment results and to calibrate practice.

LHS teachers understand that assessment is a holistic process that cannot be easily captured in singular moments. Instead, teachers look for evidence of student understanding and skill development across a range of assignments and tasks that can include formative assessment as well as multiple summative opportunities. That said, teacher design assessments that ideally allow students to demonstrate their ability to build on and transfer prior learning to novel tasks.

Specific assessments vary based on subject and course. Common practices include but are not limited to:

- Informal observations
- Presentations/speeches
- Projects
- Web development
- Academic/scientific investigations
- Photo essays
- Formal essays (prompts or open-ended)
- Criterion/standards-referenced tests
- Reflection and goal setting
- Revision process/test retake opportunities

Regardless of task, common tools to clarify expectations and facilitate feedback include rubrics, checklists, exemplars, and continuums. While not universal, some teachers are increasingly turning to a portfolio approach to organizing student work and evidence of student progress, including opportunities for self-assessment, reflection, and goal setting.

### **Assessment in the MYP**

In addition to the above common practices, MYP teachers at LHS organize assessments and feedback around subject-specific objectives and criteria. In many cases, MYP teachers will draw from and revise the language of these criteria when working with students on specific tasks. MYP teachers commit to providing direct feedback on each strand in every course at least two times in each year. In some classes, this is on holistic assessments that incorporate all strands (common in English), in other cases teachers parse out and track strands across a range of assessments throughout the course (common in Language Acquisition), and in other cases, students build portfolios across a range of tasks (common in Arts and Design). Consistent across all subject areas, MYP

teachers work with students to unpack subject criteria and include opportunities for peer assessment, self-assessment, and reflection.

Although assessment is not the same as grading, the two are related and our assessment practices are shaped by PPS requirements for providing grades on progress reports and report cards (described below). Teachers align [letter grades to IB MYP marks based on this conversion chart](#). Within subject groups, teachers use MYP criteria to assess summative assessments. The criteria used for each subject can be found in these rubrics ([Arts](#), [Design](#), [Individuals and Societies](#), [Language Acquisition](#), [Language and Literature](#), [Mathematics](#), [Physical Education and Health](#), [Sciences](#)).

At this time, LHS students do not participate in e-Assessment and we value the low-stakes opportunity MYP offers to students to practice and develop their skills toward higher stakes assessments offered by the DP.

### **Assessment in the DP**

Similar to MYP, DP teachers embrace the above described equitable assessment practices and rely heavily on IB criteria as outlined for DP assessments in course guides. Summative assessments in DP classes are aligned to or simply are the internal and external assessments for students sitting for IB exams. As in all DP classes within the IB, internal assessments are graded by teachers and moderated externally. While LHS teachers do not directly award marks for external assessments, they do work with students to practice and prepare for external assessments and they provide predicted scores to the IB. Like MYP teachers, DP teachers can also set up their Canvas gradebooks for proficiency tracking and feedback. Also, DP teachers at LHS follow the same PPS expectations for grading as mentioned above and described below. DP teachers use this [IB DP marks conversion chart](#) for conveying the meaning of summative letter grades in terms of IB mark boundaries. IB courses carry a weighted GPA point so that a student earns an extra point for the grade achieved in the class. For instance, a grade of a 'B' in an IB course would earn 4.0 GPA points. Both an unweighted and a weighted GPA are reported on the student's transcript. More information regarding LHS inclusion guidance and the process for accommodations for assessments can be found [here](#).

### **Formal Reporting Practices in PPS**

As described above, on-going feedback and regular updates for grades and proficiency on Canvas are common practices at LHS. Additionally, teachers meet regularly with students during flex/office hours during the school day. There are more than 40 opportunities for flex in a typical school year. More formal requirements for providing for students and their families with grades, progress updates, and support for improvement are determined through the collective bargaining process between PPS and PAT. These include:

- Conferences (once each year, typically in November) during which teachers meet with parents/guardians and sometimes students either in person or via Google Meet.
- Progress reports (four times each year at quarter mid-points) in which parents/guardians and students receive reports of grades-in-progress, including some comments.
- Report cards (four times each year at the end of each quarter) in which parents/guardians and students receive grades and comments. Semester grades are included in student transcripts.

### **Monitoring and Revision**

Early versions of this guidance were first developed within the context of our 32 year old Diploma Program (DP). This guidance was last updated for our reauthorization as a DP program in the 2021-2022 school year, prior to our exploration of considerations for assessment within the Middle Years Program (MYP). In the 2022-23 school year, LHS teachers worked in PLC and departments to unpack equity assessment principles aligned with MYP and experimented with department grading policies that informed the current version of this guidance. IB coordinators, administrators, and the instructional leadership team reviewed it in January of 2024. Starting in the spring of 2024 the assessment guidance will be reviewed and updated in consultation with the whole staff on a bi-annual basis. Prior to the update, feedback will be sought from all stakeholders of the school community via our site council. The Programme standards and practices, as well as the guide [MYP: From principles into practice](#), were taken into account in developing the guidance.