

# Assessment Policy



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## Part 1: Assessment philosophy and principles

### What does “assessment” mean and what is its purpose?

Assessment can be defined as “the collection of evidence in order to make judgments about teaching and learning” (IBO 2022 p.233), and its main purpose is to contribute to the acquisition of learning among pupils, in order to “make decisions that promote learning and provide feedback for the learning processes” (Decree 67 2008 p.3).

### How can assessment be used?

As indicated in decree 67, the evaluation process can be used formatively (assessment for learning) or summatively (assessment of learning). In both forms the overarching purpose of all assessment is to support learning. At Craighouse School every effort is made to guarantee the constant practice of certain principles to ensure that assessment is “meaningful, fair and in the best interest of the students involved” (IBO 2022 p.8).

Assessment is formative when it is used to follow up and accompany pupils’ learning; i.e. when their performance in learning experiences is interpreted and used to make teaching decisions that will later be applied in the classroom and other teaching processes (planning, teacher training, etc.). Through formative assessment, teachers provide regular and frequent feedback to pupils to help them improve their knowledge, skills and understanding.

Summative assessment is “aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work” (IBO 2018 p.266), and “its purpose is to certify pupils’ learning outcomes, generally by means of a grade” (Decree 67 2018 p.3). Also, it is important to highlight that feedback is also an integral part of this process, since it provides valuable information for both the teacher and the pupil allowing areas for improvement to be identified and facilitating the continuous learning process. Effective feedback contributes significantly to improve the quality of teaching and learning processes.

### Which assessment principles do we promote at Craighouse School?

- The implementation of various assessment strategies that are contextualised, diverse and challenging, allowing pupils to demonstrate what they know, understand and can do (knowledge, understanding and skills), and which integrate the different areas and subjects.
- The constant practice of feedback, which must be as timely as possible, allowing students to identify their strengths and areas for improvement (including what to do in order to improve), and which also involves self-assessment and co-assessment.
- The educational use of information, which involves constant monitoring, systematisation and analysis of the information gathered through assessment, identification of strengths and gaps, and decision-making to adjust learning experiences in the classroom.
- Communication, which must be constant between everyone who takes part in the learning process: the home, the teachers and the pupils, in order to communicate

diagnoses and achievement statuses, share practices, make decisions, raise alerts and match criteria in favour of learning.

## Part 2: Assessment and Craighouse School values

Craighouse School values are defined in our Educational Project. Regarding assessment, these values are evidenced among pupils in the following ways:

- By showing **responsibility** when:
  - They meet deadlines for handing in their work.
  - They ask their teachers and classmates for help regarding the homework they must do or when to hand it in.
  - They carry out preventive actions when they will be unable to fulfil their obligations for whatever reason.
- By showing **effort** when:
  - They do homework and plan their use of time in order to reach their highest potential in each subject.
- By showing **honesty** when they follow the Academic Integrity Policy.
- By showing **respect** and commitment to her/his evaluation, maintaining appropriate and disciplined behaviour during all the evaluations carried out at school (both National Curriculum and International Programmes).

## Part 3: Assessment procedures

### 3.1 Assessment strategies

Teachers should design assessment tasks that are inclusive and accessible to all pupils. This means considering the individual needs of pupils, including their language needs and learning styles. Teachers should work with pupils to adapt assessment tasks as necessary, so that all pupils have the opportunity to demonstrate their learning. To this end, teachers will use a range of strategies and task types. Strategies include observation, selected response, open-ended tasks, performance assessment, process journals and portfolio assessment (IBO 2022), in addition to the action and strategies suggested in the current National Curriculum for the different levels and subjects. ([curriculumnational.cl](http://curriculumnational.cl)).

Some examples of different assessment strategies and types are:

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigation
- Research
- Presentations—verbal (oral or written), graphic (through various media)
- Quizzes and mini quizzes

For us, it is essential that there is a diverse range of strategies and tasks since “a variety of assessment techniques helps to reduce the potential for inequity in

assessment (Linn, 1992; Brown, 2002) (In IBO 2022 p. 94) and enables us to better cater to the diversity of students” (Decree 67, p. 7).

The management team together with the teachers will hold periodical collaborative meetings to analyse and define the types of assessment, assessment criteria, evidence of such criteria, result analysis and special circumstances, in order to promote learning among all pupils.

### 3.2 Assessment programmes

The number of grades and the types of assessment instruments may vary according to the year and the specific subject. In each section, a detailed assessment programme is available and can be accessed through the Alexia platform. This programme offers specific information about the assessment methods and criteria that will be used to evaluate pupils in each subject.

### 3.3 Alexia

Pupils’ summative assessment results are available in Alexia within a period of ten working days from the date of the assessment or submission deadline. Alexia is accessed through the school website.

### 3.4 End-of-year grade

“The final annual grade for each subject will be given on a scale from 1.0 to 7.0 with up to one decimal. The minimum pass grade for a subject is 4.0” (Decree 67, p.4). Final grades can be viewed through Alexia.

### 3.5 Reporting

Pupils’ achievement in each subject will be reported at the end of each semester. “Reporting on assessment is about communicating what students know, understand and can do... Reporting may take many forms including conferences and written reports” (IBO 2009 p.51).

### 3.6 Assessment calendars

Pupils will have a summative assessment calendar created each semester in order to effectively organise all assessment tasks. The main purpose of the assessment calendar is time and resource manageability for pupils and teachers. By knowing deadlines and assessment dates in advance, pupils can plan their study and preparation time more efficiently. Assessment calendars will be available in Alexia or Managebac. In Primary, the assessment calendar will be developed in collaboration with their teachers, taking into account their ages, in order to provide comprehensive education to the pupils.

## **Part 4: Absence and late submission of work for summative assessment**

All scheduled assessments must be taken. Pupils are responsible for attending all scheduled assessments on the corresponding dates. The guidelines below aim to

provide a framework within which the Academic Area and sections can make decisions in cases where the evaluation process does not go as planned due to student absence; late submissions and absence from assessments must be kept to a minimum.

#### 4.1 Absences from scheduled summative assessments

All absences must be duly justified by parents and, when appropriate, medical certificates must be provided. Failure to justify absence is a serious misconduct.

- If a pupil knows that she/he will be absent from school on the day of an assessment, the pupil is responsible for handing in a written note to the tutor explaining the absence, and for setting an alternative date together with the subject teacher, prior to the absence. The assessment may be taken prior to the absence or immediately after the pupil's return to school.
- If an assessment is missed, it must be taken as soon as the pupil returns to school.

#### 4.2 Late submission of scheduled summative assignments<sup>1</sup>

- Late submissions can only be justified in cases of force majeure (such as the death or serious illness of a relative), or medical reasons. In all these cases, the cause must be duly backed up by means of a medical certificate or similar document.
- The subject teacher will be responsible for informing the tutor and the head of section that the student failed to submit the work on time and for recording the incident in Alexia.
- When a pupil does not submit work on time and this is not due to medical reasons or force majeure, it is a minor misconduct as described in the School Life Guide. The work must be submitted on the school day immediately after the missed deadline, (i.e. if the deadline is a Friday, it must be submitted the following Monday).
- If overdue work is not submitted on the school day immediately after the missed deadline, this is a second minor misconduct (different from the one described above) as described in the School Life Guide. The pupil will be required to complete the work during school time and the work thus produced will be summatively assessed. As per the School Life Guide, "if the same minor misconduct is repeated three times within a period of four school weeks, it will constitute a serious misconduct and will be sanctioned as such" (School Life Guide, p.16).
- If a pupil fails to comply with a deadline for an official piece of work during the IB Diploma programme, such as a final draft or final version of the extended essay, TOK essay or internal assessment, then the pupil and his/her parents will be informed that she/he is at risk of not being entered as a Diploma candidate. The pupil must complete the outstanding work immediately after returning to classes and comply with all subsequent deadlines. If the pupil fails to comply with a deadline on a subsequent occasion, then she/he will not be entered as a Diploma candidate.

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<sup>1</sup> This section of the Assessment Policy includes suggestions made by the Student Council and Prefects of the 2012 generation.

## Part 5: Promotion criteria

Craighouse School uses promotion rules defined as minimum requirements by the Ministry of Education in decree no. 67 of 20/02/2018, which has been in force since March 2020.

### 5.1 Attendance requirements

All pupils must attend classes regularly and absences should be exceptional cases. Should absences occur, the corresponding head of section must be informed of them.

Pupils must meet the minimum attendance of 85% of the annual school calendar to be promoted.

Only under exceptional circumstances may the headmaster, advised by the academic director, may authorise the promotion of pupils with lower attendance percentages.

### 5.2 Grade requirements

In terms of achievement of objectives, the following pupils will be promoted:

- a. Pupils who have passed all subjects or modules in their corresponding study plans.
- b. Pupils who have failed in one subject or module in their corresponding study plans, provided that the final average is 4.5 or above, including the failed subject or module.
- c. Pupils who have failed in two subjects or modules, or one subject and one module, provided that the final average is 5.0 or above, including the failed subjects or modules.

Notwithstanding the foregoing, if a pupil does not meet the requirements for promotion the headmaster, taking into account the advice of the academic director, the Head of the Formative Area and the head of section will analyse the situation in order that an informed decision can be made on the pupil's promotion or repetition.

A pupil's academic performance will not have an impact on the renewal of his/her registration, and she/he will have the opportunity to repeat a school year once during *Enseñanza Básica* and once during *Educación Media* at Craighouse School. This situation does not constitute grounds for cancellation or non-renewal of a pupil's registration.

## Part 6: Differentiated assessment and special educational needs

The Chilean Ministry of Education (2016) defines differentiated assessment as “the pedagogical process which enables a teacher to determine the levels of achievement reached by students whose situation is different to that of the majority because of different educational needs, whether of a transitory or permanent nature”.

Our Inclusion Policy states that, “in its philosophy and Educational Project, Craighouse School upholds the importance of creating an educational atmosphere where there is a commitment towards all pupils, of affection and respect, so that they can develop

their full potential and personal interests.” (2015, p.3) Our approach to assessment is in line with this philosophy.

The Chilean Ministry of Education states that a pupil with special educational needs (SEN) is one who requires additional help and resources, either human, material or pedagogical, in order to conduct his/her developmental and learning process in order to achieve the purposes of education (LGE, art 23, 2009).

In the same way, in the IB programmes inclusion is viewed “as a process that aims to increase access to learning for all students by identifying and removing barriers... IIBO 2020, p.31) In this sense, inclusion is more about responding positively to each individual’s unique needs and less about marginalising them because of their differences.

Therefore, all assessments must be designed so that they are accessible to all pupils, (i.e. the assessment task design must ensure that all pupils can demonstrate some achievement, including those with transitory special needs as defined in the Inclusion Policy). In other words, all pupils should be able to demonstrate their knowledge, understanding and skills which will be assessed using clearly defined criteria which are known in advance.

In the case of pupils with permanent special needs, the assessments will be based on their individual curricular plan (PACI) which includes different assessment criteria.

As stated in section 3.1 of this policy, pupils will be assessed in a variety of ways throughout the year. Hence, all pupils (regardless of their ability) will have the opportunity to demonstrate their knowledge, understanding and skills.



## Appendix 1: Study plans

The following subjects are compulsory and the grades in these subjects form part of the promotion criteria as outlined in Part 5 of the Assessment Policy.

Personal, Social and Health Education (PSHE) is also compulsory in all years but this subject does not form part of the promotion criteria.

Religion is optional from Year 1 to Year 8 and from Year 9 to 10 this subject does not form part of the promotion criteria.

### Years 1 to 4 (9 subjects)

- Spanish Language and Communication
- Foreign Language: English
- Mathematics
- Integrated Science, a combination of the following subjects:
  - History, Geography and Social Sciences
  - Natural Sciences
  - Technology
- Visual Arts
- Music
- Physical Education and Health
- Personal Development
- Religion

### Years 5 & 6 (11 subjects)

- Spanish Language and Communication
- Foreign Language: English
- Mathematics
- History, Geography and Social Sciences
- Natural Sciences
- Technology
- Visual Arts
- Music
- Physical Education and Health
- Personal Development
- Religion

### Years 7 & 8 (11 subjects)

- Spanish Language and Literature
- Foreign Language: English
- Mathematics
- History, Geography and Social Sciences
- Natural Sciences, a combination of:
  - Biology
  - Chemistry
  - Physics
- Technology

- Visual Arts
- Music
- Physical Education and Health
- Personal Development
- Religion

Year 9 (9 subjects)

- Spanish Language and Literature
- Foreign Language: English
- Mathematics
- History, Geography and Social Sciences
- Natural Sciences, a combination of:
  - Biology
  - Chemistry
  - Physics
- Technology
- Visual Arts or Music or Performing Arts: Drama
- Physical and Health Education
- Personal Project
- Personal Development

Year 10 (10 subjects)

1 <sup>st</sup> semester	2 <sup>nd</sup> semester
<ul style="list-style-type: none"> <li>● Spanish Language and Literature</li> <li>● Foreign Language English</li> <li>● Mathematics</li> <li>● History, Geography and Social Sciences</li> <li>● Natural Sciences</li> <li>● Philosophy and Theory of Knowledge</li> <li>● Visual Arts or Music or Drama</li> <li>● Physical Education and Health</li> <li>● Personal Development</li> </ul>	<ul style="list-style-type: none"> <li>● Spanish Language and Literature</li> <li>● Foreign Language: English</li> <li>● Mathematics</li> <li>● History, Geography and Social Sciences</li> <li>● Natural Sciences</li> <li>● Philosophy and Theory of Knowledge</li> <li>● Physical Education and Health</li> <li>● Individuals and Societies option<sup>1</sup> in <i>formación complementaria</i></li> <li>● Science option<sup>2</sup> in <i>formación complementaria</i></li> <li>● Artistic education option<sup>3</sup> in <i>formación complementaria</i></li> <li>● Personal Development</li> </ul>

<sup>1</sup>*Historia, Economía, Empresa y Gestión, Tecnología de la Información, Formación Diferencial Psicología, Filosofía, Sistemas ambientales y sociedad, Idioma extranjero (Francés), Política Social, Competencias digitales.*

<sup>2</sup>*Biología Formación Diferenciada, Física Formación Diferenciada y Química Formación Diferenciada.*

<sup>3</sup>*Arte y Diseño, Música, Teatro, Computación y Cine.*

### Year 11 (9 subjects)

- Language and Literature
- English
- Mathematics
- Philosophy and Theory of Knowledge
- Physical Education and Health
- Citizenship Education
- Science for Citizenship
- Class Council
- Area A - 6 subjects in *formación diferenciada*
- Area B - 6 subjects in *formación diferenciada*
- Area C - 3 subjects in *formación diferenciada*

### Notes regarding options in *formación diferenciada*

Pupils must select three subjects from at least two areas (Area C is optional).

#### **Area A**

##### Language and Literature

- French Literature Workshop

##### Philosophy

- Philosophy Seminar
- Philosophy and Psychology Seminar

##### History, Geography and Social Studies

- Historical Understanding of the Present
- Economics and Society
- Economics, Society and Business Management

#### **Area B**

##### Science

- Ecosystem Biology
- Cellular and Molecular Biology
- Physics
- Chemistry

##### Mathematics

- Computational Thinking and Programming
- Computational Thinking in a Global Society

#### **Area C**

##### Arts

- Visual, Audiovisual and Multivisual Arts
- Interpreting and Creating: Drama
- Music Interpretation

## Year 12 (8 subjects)

### General Formation Plan:

- Language and Literature
- Mathematics
- Civic Education
- English
- Science for Citizenship
- Class Council

### Common Elective General Plan:

- Religion
- Physical Education and Health

## Humanistic-Scientific Differentiated Plan

### **Subject Area A**

#### Language and Literature

- Literature Workshop in French

#### Philosophy

- Philosophy Seminar
- Philosophy and Psychology Seminar

#### History, Geography and Social Sciences

- Historical understanding of the present
- Economy and Society
- Economy, Society and Business Management

### **Subject Area B**

#### Science

- Ecosystem Biology
- Cellular and Molecular Biology
- Physics
- Chemistry

#### Mathematics

- Computational Thinking and Programming
- Computational Thinking in a Global Society

### **Subject Area C**

#### Arts

- Visual, Audiovisual and Multivisual Arts
- Interpretation and Theatrical Creation
- Musical Interpretation

Students choose 3 subjects from at least 2 areas. Area C is optional.

## Appendix 2

<b>Assessment for pupils with transitory special educational needs</b>			
	<b>Special considerations</b>	<b>Differentiated assessment I</b>	<b>Differentiated assessment II</b>
Definition	Special conditions to facilitate pupils' performance when being assessed.	Specific assessment strategies to respond to special educational needs.	Specific assessment strategies to respond to special educational needs.
Who for	<ul style="list-style-type: none"> <li>- Attention deficit hyperactivity disorder (ADHD).</li> <li>- Chronic medical conditions (e.g. arthritis, diabetes).</li> <li>- Adjustment disorder.</li> <li>- Foreign students with poor command of the language.</li> <li>- Psychological disorder (depression, anxiety, OCD, etc.).</li> <li>- High performance athletes.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning disabilities.</li> <li>- Attention deficit disorder associated to learning disabilities.</li> <li>- Mood disorder associated to learning disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>- Specific learning disability (SLD).</li> <li>- Expressive language disorder / Mixed receptive-expressive language disorder.</li> <li>- Mood disorder associated to specific learning disability (SLD).</li> <li>- Cognitive disorder.</li> </ul>
Curriculum	<p>Learning objectives and contents are maintained.</p> <p>All assessment instruments are available for all pupils.</p> <p>Different types of assessment instruments are used with all pupils, to favour diversity in how their learning is shown.</p> <p>(See 3.1 Assessment Policy)</p>	<p>Learning objectives and contents are maintained.</p> <p>All assessment instruments are available for all pupils.</p> <p>Different types of assessment instruments are used with all pupils, to favour diversity in how their learning is shown.</p> <p>(See 3.1 Assessment Policy)</p>	<p>Learning objectives and contents are maintained.</p> <p>All assessment instruments are available for all pupils.</p> <p>Different types of assessment instruments are used with all pupils, to favour diversity in how their learning is shown.</p> <p>(See 3.1 Assessment Policy)</p> <p>Pupils are offered the opportunity for</p>

		Pupils are offered the opportunity for complementary assessment to measure their learning outcomes, when required.	complementary assessment to measure their learning outcomes, when required.
Possible measures	<ol style="list-style-type: none"> <li>1. Giving them more time during the assessment.</li> <li>2. Adjusting the assessment calendar if needed.</li> <li>3. Monitoring the location in the classroom to facilitate attention.</li> </ol>	<ol style="list-style-type: none"> <li>1. Giving them more time during the assessment.</li> <li>2. Adjusting the assessment calendar if needed.</li> <li>3. Monitoring the location in the classroom to facilitate attention.</li> <li>4. Allowing them to use support material if needed (e.g. dictionary, calculator, etc.).</li> <li>5. Allowing pupils to use a computer in certain written assessments in case is needed in written expression disorder.</li> <li>6. Modifying access to assessment instruments (font size, spacing, text divisions, incorporating charts, etc.) when required.</li> <li>7. Offering the opportunity for complementary assessment (guides, projects, oral quizzes, etc.) to measure pupils' learning outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Giving them more time during the assessment.</li> <li>2. Adjusting the assessment calendar if needed.</li> <li>3. Monitoring the location in the classroom to facilitate attention.</li> <li>4. Allowing them to use support material if needed (e.g. dictionary, calculator, etc.).</li> <li>5. Allowing pupils to use a computer in certain written assessments in case is needed in written expression disorder.</li> <li>6. Modifying access to assessment instruments (font size, spacing, text divisions, incorporating charts, etc.) when required.</li> <li>7. Offering the opportunity for complementary assessment (guides, projects, oral quizzes, etc.) to measure pupils' learning outcomes.</li> </ol>

### Appendix 3

#### References

- Craighouse School (2023) School Life Guide
- Craighouse School (2015) Inclusion Policy

- Decree no. 67. *Aprueba normas mínimas nacionales sobre evaluación, calificación y promoción y deroga los decretos exentos n° 511 de 1997 n° 112 de 1999 y n° 83 de 2001, todos del Ministerio de Educación* (February 20<sup>th</sup> 2018) *Diario Oficial de Chile* (December 31<sup>st</sup> 2018).
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**Person responsible: Academic Director**

**Note:**

This is only a referential document and the valid, official, and legal version in the country is the one written in Spanish.