

Craighouse School Assessment Policy



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Part 1: Assessment philosophy and principles

Assessment can be defined as “The collection of evidence in order to make judgments about teaching and learning” (IBO 2018 p.253). While we can divide assessment into assessment for learning, (often referred to as “formative”), and assessment of learning, (known as “summative”), the overarching purpose of all assessment is to support learning. At Craighouse School every effort is made to ensure that assessment is “meaningful, fair and in the best interest of the students involved” (IBO 2018 p.5). Information is gathered about students’ learning in order to:

- find out what pupils know, understand and can do (knowledge, comprehension and skills).
- highlight areas requiring further development.
- provide feedback to teachers and pupils to improve learning.

Formative assessment is an ongoing process involving teachers and pupils. It provides information which is used to plan the next stage of learning. 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). It is a transparent process and pupils will be informed of the assessment criteria so that they know exactly how their work will be assessed.

Part 2: Assessment and Craighouse School values

Pupils demonstrate the Craighouse School values as defined in our School Life Guide when they fulfil their school obligations in terms of assessment as follows:

- By showing **responsibility** when they meet deadlines for handing in work, asking their teachers and classmates for help regarding what to do or when to hand in work, and taking timely action when they will be unable to fulfil their obligations for whatever reason.
- By showing **effort** when they do work and plan their use of time in order to reach their highest potential in each subject.
- By showing **honesty** when they follow the Academic Honesty Policy.
- By showing **respect** in the way that they behave during assessments, including those conducted by external organisations such as SIMCE.

Part 3: Assessment procedures

3.1 Types of assessment

Teachers are required to consider the needs of all pupils when designing assessment tasks. Every effort will be made “to enable all learners to participate in the whole assessment” (Welsh Government 2015 p.5). To this end, teachers will use a range of strategies and task types. Strategies include observation, selected response, open-ended tasks, performance, process journals and portfolio assessment (IBO 2014 p.87). Some examples of different types of assessment tasks 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)

The purpose of using a range of strategies and tasks is to provide “equality of opportunity and of access to assessment” (IBO 2018, p.67) for all pupils.

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 summative assessment instruments will vary according to the year and subject. In each section, an assessment programme will be available via SchoolNet or Managebac, indicating how each subject will be assessed.

3.3 SchoolNet

Pupils’ summative assessment results are available in SchoolNet within a period of ten working days from the date of the assessment or submission deadline. SchoolNet 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. Final grades can be viewed through SchoolNet.

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

In Middle, and Senior a summative assessment calendar will be created each semester in order to organise all assessment tasks. The purpose of the assessment calendar is time manageability for pupils and teachers. By knowing deadlines and assessment dates in advance, pupils can plan their time. Assessment calendars will be available in SchoolNet or Managebac.

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 assignments¹

- 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 SchoolTrack.
- 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).

¹ This section of the Assessment Policy includes suggestions made by the Student Council and prefects of the 2012 generation.

- 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.
- 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 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.

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 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, the academic director and the head of section will analyse the situation in order that the Headmaster may make an informed decision 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 *Enseñanza 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 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.” 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... Inclusion is more about responding positively to each individual’s unique needs and less about marginalising them because of their differences” (Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, IBO 2010).

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 in Years 1 to 10 but this subject does not form part of the promotion criteria.

Years 1 to 4 (9 subjects)

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

Year 10 (10 subjects)

1 st semester	2 nd semester
<ul style="list-style-type: none"> ● Spanish Language and Literature ● English Language ● Mathematics ● History, Geography and Social Sciences ● Natural Sciences ● Philosophy and Theory of Knowledge ● Visual Arts or Music ● Physical Education and Health ● Personal Development 	<ul style="list-style-type: none"> ● Spanish Language and Literature ● English Language ● Mathematics ● History, Geography and Social Sciences ● Natural Sciences ● Philosophy and Theory of Knowledge ● Physical Education and Health ● Individuals and Societies option¹ in <i>formación complementaria</i> ● Science option² in <i>formación complementaria</i> ● Artistic education option³ in <i>formación complementaria</i> ● Personal Development

Year 11 (9 subjects)

- Language and Literature
- English Language
- 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
- Interpretation and Theatrical Creation
- Musical Interpretation

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

Appendix 2

Assessment for pupils with transitory special educational needs			
	Special considerations	Differentiated assessment I	Differentiated assessment II
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"> - Attention deficit hyperactivity disorder (ADHD). - Chronic medical conditions (e.g. arthritis, diabetes). - Adjustment disorder. - Foreign students with poor command of the language. - Psychological disorder (depression, anxiety, OCD, etc.). - High performance athletes. 	<ul style="list-style-type: none"> - Learning disabilities. - Attention deficit disorder associated to learning disabilities. - Mood disorder associated to learning disabilities. 	<ul style="list-style-type: none"> - Specific learning disability (SLD). - Expressive language disorder / Mixed receptive-expressive language disorder. - Mood disorder associated to specific learning disability (SLD). - Cognitive disorder.
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>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>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>

	(See 3.1 Assessment Policy)	(See 3.1 Assessment Policy)	(See 3.1 Assessment Policy)
		Pupils are offered the opportunity for complementary assessment to measure their learning outcomes, when required.	Pupils are offered the opportunity for complementary assessment to measure their learning outcomes, when required.
Possible measures	<ol style="list-style-type: none"> 1. Giving them more time during the assessment. 2. Adjusting the assessment calendar if needed. 3. Monitoring the location in the classroom to facilitate attention. 	<ol style="list-style-type: none"> 1. Giving them more time during the assessment. 2. Adjusting the assessment calendar if needed. 3. Monitoring the location in the classroom to facilitate attention. 4. Allowing them to use support material if needed (e.g. dictionary, calculator, etc.). 5. Allowing pupils to use a computer in certain written assessments in case is needed in written expression disorder. 6. Modifying access to assessment instruments (font size, spacing, text divisions, incorporating charts, etc.) when required. 7. Offering the opportunity for complementary assessment (guides, projects, oral quizzes, etc.) to measure pupils' learning outcomes. 	<ol style="list-style-type: none"> 1. Giving them more time during the assessment. 2. Adjusting the assessment calendar if needed. 3. Monitoring the location in the classroom to facilitate attention. 4. Allowing them to use support material if needed (e.g. dictionary, calculator, etc.). 5. Allowing pupils to use a computer in certain written assessments in case is needed in written expression disorder. 6. Modifying access to assessment instruments (font size, spacing, text divisions, incorporating charts, etc.) when required. 7. Offering the opportunity for complementary assessment (guides, projects, oral quizzes, etc.) to measure pupils' learning outcomes.

References

IBO (2009). *Making the PYP happen: A curriculum framework for international primary education* Cardiff, UK: International Baccalaureate Organization

IBO (2014). *MYP: From principles into practice* Cardiff, UK: International Baccalaureate Organization

IBO (2018). *Assessment principles and practices—Quality assessments in a digital age* Cardiff, UK: International Baccalaureate Organization

IBO. *Assessment policy—Example 1* www.ibo.org

MINEDUC - Decree no. 67 - 20/02/2018 *Aprueba notas mínimas nacionales sobre evaluación, calificación y promoción*

Welsh Government (2015). *Fair access by design*

Last reviewed: April 2022

Next review: November 2022

Person responsible: Academic Director

ADDENDUM

Assessment Policy

Adjusted to the pandemic situation

Part 1: Assessment philosophy and principles

Part 2: Assessment procedures

Appendix: References

Part 1: Assessment philosophy and principles

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- find out what pupils know, understand and can do (knowledge, comprehension and skills).
- highlight areas requiring further development.
- provide feedback to teachers and pupils to improve learning.

Formative assessment is an ongoing process involving teachers and pupils. It provides information which is used to plan the next stage of learning. 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). It is a transparent process and pupils will be informed of the assessment criteria so that they know exactly how their work will be assessed.

During any possible future COVID-19 pandemic distance learning period we have an opportunity to assess our pupils’ learning within a new assessment framework adapted to meet the needs of pupils and following key principles.

- Distinction between internal summative assessment and the supporting formative processes.

- Attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods.
- Assessment of student understanding at the end of a course, based on the whole course and not individual components of it.

Part 2: Assessment procedures

2.1 Types of assessment

Teachers are required to consider the needs of all pupils when designing assessment tasks. To this end, teachers will use a range of strategies and task types. The purpose of using a range of strategies and tasks is to provide “equality of opportunity and of access to assessment” (IBO 2018, p.67) for all pupils. Strategies include observation, selected response, open-ended tasks, performance, process journals and portfolio assessment (IBO 2014 p.87).

During the COVID-19 pandemic distance learning period each subject will collect a portfolio of summative assessments to inform teachers about the achievement of each pupil. The final grade will be awarded at the end of the year applying teachers’ professional judgement using a best fit model describing the final level achieved by the pupil at the end of the school year.

“In gathering the evidence for the judgment to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances” (IBO, 2014. P93).

2.2 Assessment programmes

During the COVID-19 pandemic distance learning period the focus is on formative assessment in order to promote learning. Summative assessments consist of assessments given before the closure of the campus, external assessments and both online and on-campus assessments advised in advance to the pupils.

The number of grades and the types of summative assessment instruments will vary according to the year and subject.

“Seeking, therefore, to build the final grade based on assessment evidence which effectively evaluates core learning objectives of the curriculum, integrating various aspects of this learning to account for different levels of understanding of it and increase the degree to which the evidence shows more reliably what the pupil learned towards the end of their learning process” (UCE, 2018. P21).

2.3 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. Final grades can be viewed through SchoolNet.

2.4 Reporting

“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).

Note:

This policy may be subject to change or revision due to national contingencies beyond the control of the school.

References

UCE (2018). *Orientaciones para la implementación del decreto 67/2018 de evaluación, calificación y promoción escolar Santiago, Chile*: Unidad de Currículum y Evaluación.

IBO (2009). *Making the PYP happen: A curriculum framework for international primary education* Cardiff, UK: International Baccalaureate Organization.

IBO (2014). *MYP: From principles into practice* Cardiff, UK: International Baccalaureate Organization.

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