

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: Craighouse Community Rights and Responsibilities regarding assessment

At Craighouse School we believe that assessment processes foster a culture of continuous learning and growth, where every member of the community plays an essential role.

Therefore, we establish rights and responsibilities that ensure that each of our students has the best possible learning process, promoting an inclusive and enriching environment for personal and academic development.

Pupils

Pupils Rights:

1. To be evaluated in an impartial manner.
2. To know the evaluation criteria, learning objectives and assessment procedures prior to evaluations.
3. To receive detailed and timely feedback on their performance that allows them to identify areas of improvement and strengths.
4. To request a review of their evaluations to better understand how they can improve their learning process.

Pupils Responsibilities:

1. They must actively participate in their learning process, attend classes, complete assignments on time, prepare for assessments, and take advantage of all learning opportunities given to them.

2. They have the responsibility to act honestly in all academic activities by making ethical decisions at all times in their school life.
3. They should proactively ask for help when they have difficulty with class material or do not understand the evaluation criteria.

Academic Team (Academic Council and Teachers)

Rights of the Academic Team:

1. To design and apply evaluations they deem appropriate to measure the achievement of learning objectives, as long as they meet with the institutional standards.
2. To receive training and resources to improve their evaluation practices, as well as to have the support of the academic team to improve their teaching practice.
3. To work in an environment of mutual respect, agreements and dialogue.

Responsibilities of the Academic Team:

1. To clearly and timely communicate learning objectives, criteria, procedures and evaluation rubrics to pupils.
2. Evaluate pupils in a fair and impartial manner, guided by established criteria.
3. Provide clear, timely and constructive feedback that makes it possible for pupils to understand their areas of improvement.
4. Implement an internal moderation process and rigorous quality controls to ensure that all assessments not only meet IB standards, but also ensure fairness, consistency and transparency in student assessment.
5. Use evaluation results as an input for pedagogical decision-making in order to optimise learning processes.
6. Maintain detailed records of all evaluations and feedback, using digital platforms to store and share these records securely, in order to provide transparency and allow for revisions if necessary.

Parents

Parents and guardians rights

1. To be informed of their children's assessment programmes.
2. To receive clear and detailed information about their child's academic progress and performance.
3. To participate in meetings and school activities that allow them to be informed and collaborate in the educational process.

Responsibilities of parents and guardians:

1. To support their children's learning at home and must ensure that they fulfil their academic responsibilities, fostering an environment of academic integrity.
2. Maintain open and respectful communication with their children's teachers.
3. They must ensure that their children attend school regularly and comply with the established evaluations.
4. Respect the deadlines and procedures established by the school for the application, review and appeal of evaluations.

Part 4: Assessment procedures

4.1 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. (curriculumnacional.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 that allows us to better cater to the diversity of students” (Decree 67, p. 7).

4.2 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 and components of the evaluation that will be used to evaluate pupils in each subject. The determination of the levels of achievement for each of the criteria will depend on the guidelines given by the International Baccalaureate in the assessment practices dictated by each programme.

4.3 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.

4.4 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.

4.5 Reporting

According to the IB: “Assessment reports communicate what pupils know, understand and can do... They could be done by many forms, e.g., assessment meetings and report cards” (IBO 2009 p. 51). In this sense, pupils’ achievement in each subject will be reported at the end of each semester and parents and/or pupils interviews will be conducted (if necessary) to inform and reflect on the learning process.

4.6 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.

Part 5: 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; considering that late submissions and absence from assessments must be kept to a minimum.

5.1 Absences from scheduled summative assessments

All absences must be duly justified by parents in direct communication with the Tutor 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 and her/his parent 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 will be applied when determined by the section .
- If an assessment is missed, it must be taken when the pupil returns to school, in accordance with what is determined by each section.
- If a pupil misses school for a considerable period of time and misses more than one evaluation, this recovery test schedule must be arranged with the Academic Coordinator of the section. For this, the tutor is responsible for reporting this prolonged absence to the Academic Coordinator.

5.2 Late submission of scheduled summative assignments

- 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 the pupil or parents 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 when stipulated by the section 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 when stipulated by the section 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 6: 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.

6.1 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 Head of School, advised by the academic director, may authorise the promotion of pupils with lower attendance percentages.

6.2 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 Head of School, 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 7: 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. On the other hand, the International Baccalaureate defines differentiated learning as “the process of identifying, with each pupil, the most effective strategies for achieving agreed-upon goals, so that learning opportunities

can be created that enable individual pupils to set appropriate personal learning goals, work towards them, and achieve them” (IBO 2020, (p. 13).

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. Likewise, pupils who do not speak Spanish as their native language do not take the Spanish Language and Literature programme, but approach this new language through the four evaluation criteria established in the Language Acquisition Guide.

As stated in section 4.1 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 6 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 st semester	2 nd semester
<ul style="list-style-type: none"> • Spanish Language and Literature • Foreign Language English • Mathematics • History, Geography and Social Sciences • Natural Sciences • Philosophy and Theory of Knowledge • Visual Arts or Music or Drama • Physical Education and Health • Personal Development 	<ul style="list-style-type: none"> • Spanish Language and Literature • Foreign Language: English • 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

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

²Biología Formación Diferenciada, Física Formación Diferenciada y Química Formación Diferenciada.

³Arte 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

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>(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"> 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.

Appendix 3

References

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

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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.