



# ASSESSMENT POLICY COLEGIO ARENAS INTERNACIONAL

School Year 2021-22

## Index

<b>1. INTRODUCTION:</b> .....	<b>0</b>
<b>2. GENERAL ASPECTS OF ASSESSMENT AT THE SCHOOL.</b> .....	<b>0</b>
<b>3. ASSESSMENT, RECORDING AND COMMUNICATION OF THE INFORMATION OBTAINED IN THE EVALUATION.</b> .....	<b>1</b>
I. ASSESSMENT IN THE PRIMARY EDUCATION PROGRAMME (PEP): .....	1
A. <i>Internal assessment in the SPP</i> .....	1
B. <i>Communication of achievements, recording and reporting of results.</i> .....	4
C. <i>Assessment and certification in primary education (national programme)</i> .....	7
II. IN THE MIDDLE YEARS PROGRAMME (MYP) AND IN THE NATIONAL SYSTEM (SECONDARY): .....	8
III. ASSESSMENT IN THE DIPLOMA PROGRAMME AND NATIONAL PROGRAMME (BACCALAUREATE) .....	15
A. <i>Assessment Practices in the Diploma Programme</i> .....	16
B. <i>Subject evaluation components:</i> .....	17
C. <i>Diploma requirements</i> .....	19
D. <i>Communication of achievements, recording and reporting of results</i> .....	20
E. <i>SPECIFIC NEEDS IN THE DIPLOMA PROGRAMME</i> .....	21
F. <i>Access to the Spanish public university with the Diploma Programme</i> .....	21
G. <i>Access to university in other countries.</i> .....	22
IV. ASSESSMENT IN THE SPANISH BACCALAUREATE (NATIONAL PROGRAMME) .....	22
A. <i>Student promotion and graduation (national programme).</i> .....	23
B. <i>Examinations of unfinished subjects.</i> .....	23
C. <i>Honours in the Baccalaureate</i> .....	23
D. <i>External Final Assessment Test (EBAU)</i> .....	25
E. <i>Special Needs</i> .....	25
F. <i>Recording and accessing evaluation information.</i> .....	26
<b>4. LINKS BETWEEN THE EVALUATION POLICY AND OTHER DOCUMENTS</b> .....	<b>26</b>
<b>5. RESPONSIBILITIES IN THE IMPLEMENTATION, EVALUATION AND REVISION OF THE EVALUATION POLICY AND IN THE TRAINING OF NEW TEACHERS</b> .....	<b>26</b>

## 1. Introduction:

Assessment at Arenas International School is a process aimed at identifying and analyzing the learning, values, interests and attitudes of pupils in order to stimulate their potential and acquire the necessary skills to develop their personal autonomy in a responsible manner.

The basic objective of assessment is to support the teaching and learning process in order to improve it. For this reason, at our school it is considered fundamental that the student is a participant and protagonist in the evaluation. Starting from an initial diagnosis, starting points and knowledge schemes are established, and the necessary points are worked on to achieve this improvement, while at the same time guaranteeing a balance between formative and summative evaluation.

At Arenas International School, assessment integrates national and international requirements and is structured according to the individual needs of students and their context.

## 2. General aspects of assessment at the School.

The performance of our students is assessed in a way:

**Continuous:** because it is carried out in several phases, using a variety of learning strategies.

**Comprehensive:** because it considers the relevant features of each learner's personality, performance and the factors involved in the learning process.

**Cooperative:** because it allows the participation of all those involved in the educational process: parents, coordinator, tutor, teachers, guidance counsellor.

The forms of assessment in both the IB programmes and the national programme have the following features in common:

**Initial or diagnostic:** its objective is to detect knowledge, abilities, skills and learning difficulties. It is carried out at the beginning of the school year and at the beginning of each unit. This assessment will be used to address new learning with each student.

**Formative:** it is carried out throughout the whole process and aims to regulate, guide and self-correct it until the objectives are achieved. This implies that it is continuous and individualised as it starts from the level of each learner and follows their development throughout the process. It provides information which is used to plan the next stage of the learning process. It helps teachers and learners to identify what learners already know and are able to do. Aims to promote learning through frequent and regular feedback.

on the results obtained, which helps students to broaden their learning. The aim is to encourage learners to develop their knowledge and understanding, to be stimulated to continue learning, to reflect, to develop the capacity for self-assessment and to recognize the criteria by which achievement is measured.

**Summative:** occurs at the end of the teaching and learning process and is planned in advance; its aim is to determine the level of achievement of the proposed objectives of each learner; it is designed in such a way that learners can demonstrate their understanding of concepts, knowledge and skills in authentic contexts. This assessment is planned and carried out by teachers following the specific assessment criteria for each subject and/or level.

**Self-assessment:** in which each learner carries out a self-assessment of his or her own work. Through it the student recognizes his or her achievements and shortcomings, reflects on his or

her individual and group performance. It is carried out at the end of a unit of work, in the middle of the assessment, at the end of the assessment or at the end of the course.

**Co-evaluation:** this is the reciprocal evaluation of the performance of each student and of the group as a whole. This type of evaluation allows coexistence to be put into practice, provides opportunities for everyone to express their opinions, guides the students so that they do not underestimate or overestimate themselves, but are fair in their appraisals; in this way, they develop the profile of the learning community.

**Standardization of internal assessment:** Teams of educators standardize assessment tasks. This process involves multiple teachers making autonomous assessments on the same samples and then coming together to establish an agreed level of achievement. This practice is designed to create agreed standards among teachers in the school.

## 3. Evaluation, recording and communication of the information obtained in the evaluation.

### I. Evaluation in the Primary Years Programme (PYP):

#### A. Internal evaluation in the PYP.

##### What do we assess and why?

In the PYP, assessment is fundamentally about guiding students effectively through the **essential elements** of learning: acquiring knowledge, understanding concepts, mastering skills and deciding to act. Attributes of the IB learning community profile will be addressed in a cross-cutting manner. Assessment in the PYP provides information about the progress of the learning process.

##### What are the characteristics of assessment?

We will consider assessment to be effective **if it enables learners to:**

- Share learning and understanding with others.
- Demonstrate knowledge, conceptual understanding and skills.
- Use different learning styles to express their levels of understanding.
- Know and understand in advance the criteria for achieving better results or better performance.
- Self-assessment and peer assessment.
- Base their learning on real-life experiences.
- Express different points of view and interpretations.
- Analyze their learning and understand what needs to be improved.

## **If it allows teachers to:**

- Lay out foundations for each stage of the teaching and learning process.
- Planning in accordance with their own and the pupils' enquiries.
- Develop criteria to achieve the best results.
- Obtain evidence to enable students to reach appropriate conclusions.
- Produce information that can be effectively conveyed and understood by the whole school community.
- Consider diverse learning styles.
- Use analytical (different ratings for different aspects of the work) and holistic (overall) ratings.

## **And if it allows parents to:**

- Access samples of their children's learning and development.
- Understand their progress.
- Support them and value their learning.

## **How will we assess?**

### **The assessment of younger pupils (3-5 years): particular aspects.**

Students will be observed in a variety of situations and a variety of assessment strategies will be used with the aim of:

- Know the learner and his or her interests well.
- Identify what and how it thinks and learns.
- Evaluate the effectiveness of the learning environment.
- Broaden their learning.

After the observation, a record shall be made:

- What students say.
- Listen to dialogues with peers to find out about their interests.
- Observe prior knowledge.
- Level of participation.
- Social skills (expression of feelings, behaviour).

The information observed should be shared with: students, teachers and parents to discover their strengths and weaknesses, and to reflect on the effectiveness of the teaching practices employed.

By observing and listening, the teacher will be able to identify the areas that pupils enjoy most and plan stimulating experiences that serve to consolidate and extend learning.

The assessment tools to be used to collect information on student learning will be:

- Rubrics.
- Checklists.
- Continuous.
- Anecdotal records.
- Portfolio.

The portfolio will store information that will serve to document and assess progress and performance. It should be used to illustrate achievements and provide the possibility to analyze the progress of knowledge development, conceptual understanding, transdisciplinary skills and learning profile attributes over time.

The aspects to be considered within the performance section will include in each of the subjects:

- Individual work.
- Personal behaviour
- Interest and effort.

## **Assessment in pupils aged 6 and over.**

In order to effectively assess learning, strategies and tools will be used to help us answer the question, how do we know what we have learned?

The following **strategies** will be used to obtain information about students' learning:

- Observation.
- Performance evaluation.
- Assessment of the process.
- Selected answers.
- Open tasks.
- Documentation: includes video and audio recordings, photographs, graphical representations, written records of conversations, comments and papers.
- Portfolio: collects and stores information that serves to document and evaluate progress and performance. It should be used to illustrate achievement and offers the possibility to analyze progress in knowledge development, conceptual understanding, transdisciplinary skills and learning profile attributes.

The **assessment tools** will be used to put the above strategies into practice:

- Rubrics.
- Checklists.
- Continuous.

- Benchmarks.
- Anecdotal records.
- Standardised tests.
- Portfolio: to evaluate and report to pupils, parents and teachers.

The aspects to be considered in the performance section will be the following in the different subjects:

- Individual work.
- Group work.
- Personal conduct
- Interest and effort.

## **B. Communication of achievements, recording and reporting of results.**

During the teaching-learning process, communication channels are always open so that communication flows between all interested parties (students-teachers-parents) and serves as feedback to improve the teaching-learning process.

Assessment reports will communicate what learners know, understand and can do. They will describe their learning progress and identify areas for improvement. They will report on pupil progress in relation to the attributes of the IB learning community profile.

Formal communication with the family:

- Tutorials with families (at least one per term).
- Tutorial Reports (one at mid-term).
- Report cards (one at the end of each term).

Other communications:

- Student diary.
- E-mail.
- Individual tutorial interview with the pupil (6th Primary).

*Termly information in tutorials:* provides parents with information on pupils' progress and needs. Tutorials are held on an allocated day of the week (at least once a term) and deal particularly with academic and behavioural issues and exchange information with parents. The tutor is responsible for the tutorials and collects and passes on information from all the teachers at the level.

**Tutorial Report:** reflects the student's performance and the student's way of being, doing and living are considered relevant.

Communicates what learners know, understand and can do. They describe their learning progress and identify what they need to improve.

The tutorial report is given halfway through each assessment. The group's teachers present the contents to be worked on during the term in each area, evaluating individual work, group work, interest and effort and academic results. In addition, the teachers present the aspects to be improved in each of the areas.

- *In Infants:*

- Self-awareness and personal autonomy (including gross psychomotor skills)
- Knowledge of the environment (including the mathematical logic aspects)
- Languages: Communication and representation (including music, English and art).

- *In Primary:*

- Spanish Language and Literature.
- Mathematics.
- Natural Sciences.
- Social Sciences.
- English.
- Physical Education.
- Social and Civic Values.
- Emotional and Creativity Education.
- Science/Social Studies.
- Chinese.
- German.
- Arts Education (Art).
- Art Education (Music).

The College also attaches information on the PEP evaluation model.

- Pupil progress in relation to the IB learning community profile.
- Information on the achievements of the transdisciplinary units.
- Evaluation of all essential elements of the programme.

**Evaluation reports:** This report will be in line with national legal requirements where the achievement of competences is described. In addition, the school will attach information from the PYP evaluation model.

**The information in the newsletter will include information from the PYP and the national programme:**

**Information from the evaluation of the Primary School Programme:**

- Assessment of all essential elements of the programme. For the assessment of skills and profile attributes we use the following qualitative ratings:



ED: in development

S: satisfactory

B: good

MB: very good

In the 3 to 5 year old levels, the communication of the development of the essential elements of the programme is done in a qualitative way by means of comments.

- Descriptive information on the achievements during the development of the transdisciplinary units.

### Information from the evaluation of the National Programme:

- **For pupils aged 0-6 years:** the report card is descriptive and the grading is qualitative, developing each of the learning areas.

### Qualitative marks for each of the areas of the first cycle of Infant Education:

- C: achieved
- EP: in process

### Qualitative marks for each of the areas of the second cycle of Pre-school Education:

- EX: excellent
- CA: achieved high
- C: achieved
- EP: in process

- **For pupils from 1st to 6th Primary:** the assessment of the degree of development or acquisition of each of the pupils' basic competences will be reflected in the following terms: Not very adequate, Adequate, Very adequate and Excellent.

- **In the national education system,** a grading scale from 1 to 10 is established for quantitative grades which correspond to qualitative levels of achievement on a scale of equivalent scores, such as:

- **Quantitative qualifications:**

- Fail: 1-4 points.
- Pass: 5 points.
- Good: 6 points.
- Very good: 7-8.
- Outstanding: 9-10

- **Qualitative ratings** of levels of achievement:

- NM = Needs Improvement.
- N = Normal.
- B = Good.
- MB = Very good.
- E = Excellent.

### **Assessment of the PYP Exhibition:**

At the end of the Primary stage pupils undertake a final project, the PYP exhibition. This project gives pupils the opportunity to refine and demonstrate their knowledge, skills and understanding, as well as to celebrate their learning journey and the transition from PYP to MYP.

Students carry out a transdisciplinary enquiry in teams in which they will have to identify, investigate and offer solutions to real issues or problems. They will freely choose the topic, be able to carry out the planning of the work and at the end of the year it will be exhibited to the community using different strategies. This research will be carried out in teams with the guidance of a mentor.

Through the exhibition, learners demonstrate their ability to take responsibility for their own learning and their capacity to act, as they are actively involved in planning, presenting and assessing their learning. In this exhibition they will have the opportunity to demonstrate how they have developed the attributes of the learning profile as they have gone through the PYP. Assessment of the exhibition will be continuous throughout the process. Before starting, the teaching team meets with the coordinator to review the strategies and tools from previous years, based on reflection. All elements of the PYP are assessed using a variety of tools: checklists, rubrics, anecdotal records.

Throughout the unit, students have the opportunity to reflect on their experiences, learning and evaluate themselves. During the process, students write in their journal, systematically, and their reflection is guided by a rubric. Finally, teachers and pupils will reflect on the enquiries made and, on the day of the Exhibition, parents will also make their own reflection on the different enquiries presented.

### **C. Assessment and certification in the Primary School (national programme).**

The assessment of the learning processes of students in Primary Education will be continuous and global, taking into account their progress in all areas of the curriculum, as well as the degree of development of the competences and objectives of the stage.

The assessment criteria will be the fundamental reference for the joint assessment of the areas and competences.

Teachers will assess both student learning and their own teaching practice, which will allow them to adapt their teaching process to the needs of their students.

In the process of continuous and formative assessment, when the progress of a student in a specific area or competence is not adequate, the teaching staff, with the collaboration, where appropriate, of the guidance teams, will establish the support and guidance measures they consider relevant in order to reorient the learning and teaching processes, favouring the inclusion of the student.

### **Promotion in primary education (national programme).**

At the end of each year of Primary Education, the teaching team of the group will make decisions on the promotion of the pupils, taking into special consideration the information and criteria of the group's tutor.

Students will be promoted to the next year or stage provided that they are considered to have reached the corresponding level of development and acquisition of the competences and objectives, bearing in mind that the latter are specified for each year in the assessment criteria of the areas.

Students will also be promoted, provided that the learning not acquired does not prevent them from following the subsequent year or it is considered that promotion favours the personal and social development of the students. In this case, the necessary educational support measures will be designed and applied in order to achieve said learning.

When the conditions indicated in the previous section are not met, and once the ordinary reinforcement and support measures to solve the student's learning difficulties have been exhausted, the student may remain in the same year in the same year. This measure, which is exceptional in nature, may be adopted only once during the Primary Education stage.

## **II. In the Middle Years Programme (MYP) and in the national system (Secondary):**

The levels corresponding to the four years of the Middle Years Programme are the so-called first, second, third and fourth years of Compulsory Secondary Education in the national system.

### **A. Assessment in the MYP**

In the MYP, assessment is internal as the tasks, strategies and assessment tools are designed, developed and implemented by teachers at the school. The strategies are varied, subjective and objective, not mutually exclusive, and are used in combination to determine what students know, feel, understand and are able to do at different stages of learning. It is done continuously and frequently, and is planned from the beginning to the end of each unit taught. Possible strategies include observation, selected responses, open-ended tasks, performance assessment, work diaries and portfolios. The tasks used for assessment are varied and consider the characteristics of learners with special needs and those learning in a language other than

their mother tongue. Thus, compositions of all kinds, creating solutions in response to problems, essays, tests, questionnaires, practical work, research, interpretations and presentations are possible tasks.

The assessment model in the MYP is based on criteria set out in the guidelines for each of the eight groups (Language and Literature, Language Acquisition, Individuals and Societies, Science, Mathematics, Arts, Physical and Health Education and Design).

	A	B	C	D
Language and literature	Analysis	Organisation	Text production	Use of language
Language acquisition	Comprehension of oral and visual texts	Comprehension of written and visual texts	Communication	Use of language
Individuals and societies	Knowledge and understanding	Research	Communication	Critical thinking
Science	Knowledge and understanding	Enquiry and design	Processing and evaluation	Reflection on the impact of science
Mathematics	Knowledge and understanding	Pattern research	Communication	Applying mathematics to real-world contexts
Arts	Knowledge and understanding	Skills development	Creative thinking	Response
Physical and Health Education	Knowledge and understanding	Performance planning	Implementation and enforcement	Reflection and performance improvement
Design	Enquiry and analysis	Development of ideas	Creating the solution	Evaluation
<b>Personal Project</b>	Research	Planning	Action	Reflection
Interdisciplinary Units	Disciplinary basis	Synthesis	Communication	Reflection

An assessment of each of the criteria for each subject is carried out per trimester, allowing for one mark per subject per trimester, thus ensuring that all criteria are assessed in full at least twice a year.

The assessment of each subject is carried out by the specialist teachers by making assessments that evaluate student performance against the four assessment criteria published for each MYP subject and set out in the guides for each of the eight subject groups. When more than one teacher teaches the same subject, common standards are set (standardisation of internal assessment).

The value of each criterion is from 0 to 8 points, divided into four bands corresponding to different levels of performance:

- (1-2) limited performance.
- (3-4) sufficient performance.
- (5-6) remarkable performance.
- (7-8) excellent performance.

Each band has its own descriptor, and it is up to each specialist teacher to use their professional judgement to determine which of the descriptors adequately reflects the progress and achievements of the students. Once the grades for the four criteria for the subject have been established, they are added together, and with the table of **General Descriptors for the final assessment**, the final assessment grade is established. The final mark for each subject is from 1 to 7.

## B. General descriptors for final ratings

Final rating	Band	Descriptor
1	1-5	The learner produces work of very poor quality. Conveys many major misunderstandings or fails to understand most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely uses knowledge or skills.
2	6-9	The learner produces work of poor quality. Expresses errors of understanding or shows significant gaps in understanding of many concepts and contexts. Rarely demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, which he/she applies infrequently.
3	10-14	The learner produces work of an acceptable quality. Communicates a basic understanding of many concepts and contexts, with some significant gaps or errors in understanding. Begins to demonstrate some basic critical and creative thinking. Often inflexible in the use of knowledge and skills, and needs support even in familiar classroom situations.
4	15-18	The learner produces good quality work. Communicates a basic understanding of most concepts and contexts, with few comprehension errors and minor gaps in understanding. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but needs support in unfamiliar situations.
5	19-23	The learner produces work that is generally of high quality. Communicates a sound understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, in some unfamiliar real-world situations.
6	24-27	The learner produces high quality, and sometimes innovative, work. Communicates a broad understanding of concepts and contexts. Demonstrates critical and creative thinking, often with sophistication. Uses knowledge and skills in familiar and unfamiliar situations in the classroom and the real world, often independently.

7	28-32	The learner produces high quality, and often innovative, work. Communicates a thorough and deep understanding of concepts and contexts. Demonstrates sophisticated critical and creative thinking at all times. Frequently transfers knowledge and skills independently and skilfully in a variety of complex classroom and real-world situations.
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The teaching team made up of the teachers and coordinated by the tutor or group leader will take the rest of the decisions resulting from the evaluation process.

When a pupil's progress in a subject is not adequate, the reasons for this will be studied and, if necessary, support measures will be determined in accordance with the school's Special Educational Needs Policy.

The school will evaluate the student's participation in Community Service against the following criteria:

- Participation in action planning.
- Implementation of actions.
- Perseverance in action.
- Collaborative work.
- Reflection tasks.

Where Community and Service activities are included in units of enquiry in any subject, the student's integration of the activity into the unit will be assessed.

### C. Standardisation of internal evaluation:

The subject leader will coordinate the process of standardization of assessment so that all teachers of the same subject understand the application of the assessment criteria in the same way.

This process will be initiated at the beginning of each school year in collaborative planning meetings and will continue at least once every term.

In the event of significant disparities in the application of the criteria, the subject leader will decide on a review of the process and the measures to be taken.

In subjects where there is only one teacher, the teacher will carry out the standardisation using the teacher support materials available in the Online Learning School.

### D. Communication of achievements, recording and reporting of results:

The learner receives personalized feedback on his or her performance throughout the learning process in order to improve and stimulate him or her.

The tutor or group leader, as well as being responsible for coordinating assessment, teaching and learning processes, and the personal guidance of students with the support of the Guidance Department, is also responsible for providing families with information about the educational process.

The following communication mechanisms are used:

**Termly feedback:** both pupils and their parents or guardians are informed of progress at least once a term through face-to-face meetings. They are informed in a descriptive way about their performance in each subject and in relation to the Service as Action activities. Academic and attitudinal aspects are particularly addressed and the tutor or group leader is responsible for these activities.

**Tutorial Reports:** informative bulletins that describe the evolution in each subject, the objectives worked on and the performance during the evaluation. It also reports on Service Activities as an Action and, where appropriate, in the Personal Project.

The tutor or group leader receives the information from all the teaching staff and this is shared in the tutorial sessions which lead to a final report. It is the tutor who is responsible for sending them to the families and for registering and keeping the receipts or confirmations of receipt by the families or those responsible for the pupils.

**Termly Newsletters:** In our school a joint newsletter is produced for the MYP and the national programme. It reflects progress in each of the subjects.

The tutor or group leader receives the information from all the teaching staff and, after sharing it at the evaluation sessions prior to the issue of the report cards, will draw up a report on the development of the sessions in which the decisions taken will be included. The assessment of the results derived from these decisions will constitute the starting point for the following assessment session. The tutor will also be responsible for sending the report cards to the students.

The students, through the work of the Guidance Office, carry out their own prior self-assessment.

Once the report cards have been received by the parents or guardians, pupils hand in the corresponding signed receipt and the tutor keeps it for the duration of the school year.

At the end of the year a bulletin of similar characteristics to the quarterly ones is delivered, which reflects the final evaluation of the year both nationally and in the MYP.

## **E. External assessment in the MYP.**

Final year MYP students will be required to demonstrate consolidation of their learning through a Personal Project. This will be assessed internally by the School's teachers and this assessment will be externally moderated.

The school must register all final year MYP students for the moderation of the Personal Project.

External moderation provides students with international external recognition of their achievements in the Personal Project, creates a reliable international standard of performance and contributes to teaching and learning throughout the programme.

## **F. Assessment and certification at secondary level (national programme)**

The Order that regulates the assessment of the Compulsory Secondary Education stage is the [ORDER of 3 September 2016](#), which regulates the assessment and promotion of

students who complete the stages of Compulsory Secondary Education and the Baccalaureate, and establishes the requirements for obtaining the corresponding qualifications in the Autonomous Community of the Canary Islands.

The assessment of the learning processes of students in Compulsory Secondary Education will be continuous, formative and integrative, as well as differentiated in the different subjects.

The assessment criteria of the subjects and areas will be the reference for the assessment of these and for the joint verification of the degree of development and acquisition of the competences and objectives of the stage.

- At all levels of Secondary Education, pupils must be assessed in all subjects. The subjects will vary according to the level and the teaching option chosen from 3rd ESO onwards.
- Those responsible for evaluation: the teaching staff.
- Reinforcement will be applied as soon as difficulties are detected.
- **The grades** used to assess each subject range from 1 to 10 and are preceded by the terms: Insufficient, Sufficient, Good, Merit, Merit and Outstanding.
  - Fail (1,2, 3,4)
  - Pass (5)
  - Good (6)
  - Very Good (7 and 8)
  - Outstanding (9 and 10)

In order to obtain these grades, the teaching staff will use the mark obtained in the MYP and additional criteria, which will allow them to determine the national mark. Thus, the following equivalence is established:

MYP GRADES	NATIONAL GRADES
0, 1, 2	3
3	4
4	5,6
5	6,7
6	8,9
7	9,10

The final grade will be determined after consideration of the additional criteria:

- Active participation in class.
- Daily task achievements and effort.

The results of the assessment of the degree of development and acquisition of competences will be recorded in the following terms: **Poorly adequate, Adequate, Very adequate and Excellent.**



In the assessment process, when a student's progress in a subject or area, or in a competence, is not adequate, the teaching staff or teaching team, with the collaboration of the counselling department, will establish the support and guidance measures they consider appropriate to reinforce the learning and teaching processes, favouring the inclusion of the student.

## Promotion in secondary education (national system).

- The decision on promotion from one year to another, within the Secondary School, will be taken by the faculty as a whole, considering the achievement of objectives and the degree of acquisition of the corresponding competences.
- Repetition will be an exceptional measure and will be taken once all other ordinary reinforcement and support measures have been applied.
- They will be promoted from one year to another when they have pass grades for all subjects or have a maximum of 2 failures, and they will repeat the year when they fail 3 or more subjects, or in 2 subjects that are Language and Literature and Mathematics simultaneously.
- Exceptionally, they will be promoted with a negative evaluation in 3 subjects when the conditions are met at the same time:
  - That two of the subjects are not simultaneously Spanish Language and Literature and Mathematics.
  - That the teaching team considers that the failed subjects do not prevent the student from successfully following the next year and that promotion will benefit the student's academic progress.
- That educational care measures proposed by the Guidance Counselling in section 7 are applied to the pupil.
  - Promotion may be authorized, even if the student has failed Spanish Language and Literature and Mathematics, when the teaching team considers that the student will be able to continue successfully in the following year, that he/she is expected to recover and that promotion will benefit his/her academic progress.
- Subjects with the same name in different courses shall be considered as different subjects.
- Those who are promoted without having passed all the subjects must enrol in the subjects they have not passed, follow the reinforcement programmes established by the teaching team and must pass the assessments corresponding to these reinforcement programmes.
- Pupils may only repeat the same year once and a maximum of 2 times within the Stage. When the second time occurs in 3rd or 4th ESO, he/she will have the right to remain in ordinary education until the age of 19, reached in the year in which the school year ends. Exceptionally, he/she may repeat a 2nd time in 4th ESO if he/she has not repeated in the previous years of the Stage.
- Pupils who are not promoted must remain in the same class for a further 1 year. This measure must be accompanied by a personalised plan to overcome the difficulties.

## Secondary school degree.

According to the [ORDER of 3 September 2016 of](#) the Regional Ministry of Education of the Government of the Canary Islands, students who have obtained a positive evaluation in all subjects, or a negative evaluation in a maximum of two, provided that these are not both Spanish Language and Literature and Mathematics, and taking into account both the subjects of the current year and those of previous years, will obtain the title of Graduate in Compulsory Secondary Education.

### G. Secondary school honours.

Students who have passed all the subjects of ESO and whose overall grade for the four years of ESO is equal to or higher than nine (9) will be eligible for a Matrícula de Honor.

5% of the total number of students in the 4th year of ESO will be awarded.

In the event that there are more candidates than Enrolments, the following criteria will be followed, in the order in which they are presented, until the tie is broken:

- 1st) Higher average mark in the Stage (1st, 2nd, 3rd and 4th ESO).
- 2º) Higher average mark in 4th ESO
- 3º) Higher average mark in 3rd ESO
- 4º) Higher average mark in 2nd ESO
- 5º) Higher average mark in 1st ESO

## III. Assessment in the Diploma Programme and in the National Programme (Baccalaureate)

At the end of Compulsory Secondary Education (ESO / MYP), students who decide to continue their studies can choose to study either the Spanish National Baccalaureate or the International Baccalaureate Diploma Programme. Due to the nature of the stage, emphasis is placed on preparation for external assessment.

The performance of our students is assessed in the following way:

**Continuous:** it is carried out in several phases, using a variety of learning strategies.

**Comprehensive:** considers the relevant features of the learner's personality, performance and the factors involved in the learning process.

**Cooperative:** it allows the participation of all those involved in the educational process: coordinator, tutor, teachers and guidance counsellor.

The forms of assessment in the IB programmes as in the national programme have the following features in common:

**Initial:** its objective is to detect knowledge, abilities, skills and learning difficulties. It is carried out at the beginning of the school year and at the beginning of each unit. This assessment will be used to approach new learning with each student. It provides information on the situation of each student at the beginning of a given teaching and learning process, which allows the process to be adapted to the student's possibilities. From the perspective of In order to make meaningful learning possible, this assessment becomes a priority task in order to find out the students' prior knowledge.

**Formative:** it is carried out throughout the whole process and aims to regulate, guide and self-correct it until the objectives are achieved. This implies that it is continuous and individualised as it starts from the level of each student and follows their development throughout the process. It is a regulatory, orienting and self-correcting evaluation of the educational process, as it provides constant information on whether this process is adapted to the needs or possibilities of the subject, allowing the modification of those aspects that are not functional. In order to carry out this formative assessment, students will have to carry out daily and weekly tasks, termly projects, presentations, etc. These should be meaningful in order to evaluate the student's progress.

**Self-assessment:** this is the assessment of one's own work. Through it, the student recognizes his or her achievements and deficiencies, reflects on his or her individual and group performance. It is carried out at the end of a unit of work, in the middle of the assessment, at the end of the assessment or at the end of the course.

**Co-evaluation:** is the reciprocal evaluation of each other's performance and that of the group as a whole. This type of evaluation enables coexistence to be put into practice, provides opportunities for everyone to express their opinions, guides the pupils so that they do not underestimate or overestimate themselves, but are fair in their appraisals; in this way, they develop the profile of the learning community.

**Summative:** its aim is to determine the student's level of achievement at the end of the programme, unit or course. This assessment is planned and carried out by teachers following the specific assessment criteria for each subject. It provides information on the degree of achievement of the proposed objectives, referring to each student and the training process. All summative and formative assessment grades (when deemed necessary by teachers) will be reflected on the Managebac platform so that both students and their families have access to them and can assess their progress.

#### D. Evaluation practices in the Diploma Programme

The evaluation is the collection and analysis of information about the development and acquisition of the objectives set throughout the two academic years. This evaluation will be based on formative and summative activities and all of them will be recorded with the corresponding comments on the Managebac platform.

To this end, the teachers of the subjects taught in the groups of subjects offered, the Tdc Coordinator and the CAS Coordinator will explain, at the beginning of the first year of the Programme, the requirements necessary to successfully pass the requirements of the Programme, as reflected in the subject, ToK and CAS guides provided by the IB. Each teacher will prepare a document to be sent to the coordinator to be presented to students and families in a guide and a presentation that includes the essential points of evaluation in each of the subjects.

Performance assessment involves a wide variety of assessment strategies according to the criteria established in each of the subjects in which students are expected to perform tasks that directly reflect the knowledge and skills they have learnt in class. Therefore, assessment includes examinations or tests, oral presentations or interviews, written assignments, language tests, laboratory practice reports, etc.

Each term, students will be tested on IB style exercises, corrected according to IB marking criteria, with the intention of assessing pupils' development.

In both Year 1 and 2, the course tutor, together with the coordinator, will explain to students the requirements for the assessment of the Extended Essay, and remind them of the bands and points matrix for the Diploma. Emphasis will also be placed on academic probity, as outlined in the school's academic integrity policy.

Each student enrolled in the Diploma category selects six subjects offered by the College from each of the six Academic Area Groups. The sixth subject, because the College does not offer any subjects from the Arts Group, is chosen from the Science and Individuals and Societies Groups.

The subjects selected by Academic Area Groups at the school are:

Language and Literature Studies: Spanish A. Literature (HL)

Language Acquisition: English B (HL).

1. Individuals and Societies: Philosophy (SL/HL); Business Management (SL/HL).  
Environmental systems and societies (SL)

Science: Biology (SL), Physics (SL/HL) and Chemistry (SL).

Mathematics: Mathematics Applications and Int. Mathematics (SL); Mathematics Analysis and Approaches (SL/HL)

Arts: No subject has been selected.

Assessment in the Diploma Programme has two components: an internal and an external component. The internal assessment (essays, oral tests, laboratory practicals...), is carried out by teachers from the School and moderated by the IB, and it is worth between 20 and 30 % of the total assessment. The external assessment, carried out by teachers from outside the School, consists of two or three exams in each subject and takes place in May of the second year, with the exception of the advanced subjects (maximum 2), which are assessed in May of the first year.

## E. Subject evaluation components:

SUBJECT	COMPONENT
English A: Literature NS  (GROUP 1)	INTERNAL EVAL: Individual Oral Commentary.....25% .....25%.
	EVAL. EXTERNAL:
	1. Essay of 1200 to 1500 words on a studied work.....25%.....25% Essay of 1200 to 1500 words on a studied work.....25% Essay of 1200 to 1500 words on a studied work.....25
	2. Test 1 (May 2nd year exam). Guided literary analysis.....25% .....25%
	3. Test 2 (May 2nd year exam). Comparative test..... .....25%

# ASSESSMENT POLICY

<p><b>English B NS</b>  <b>(GROUP 2)</b></p>	<p>EVAL INTERNAL: Individual Oral Evaluation.....25% .....25%.</p> <p>EVAL. EXTERNAL:</p> <ol style="list-style-type: none"> <li>Test 1 (May 2nd year exam). Written expression task .....25%</li> <li>Test 2 (May 2nd year exam): Listening comprehension test.....25% .....25% .....25% .....25% .....25% .....25% .....</li> </ol> <p>Reading comprehension test.....25%</p>
<p><b>NS Philosophy</b>  <b>(GROUP 3)</b></p>	<p>EVAL INTERNAL: Philosophical analysis from a non-philosophical stimulus.....20%.....20%.</p> <p>EVAL. EXTERNAL:</p> <ol style="list-style-type: none"> <li>Test 1 (May 2nd year). Questions on the topics studied..... 40%</li> <li>Test 2 (May 2nd year): Questions on the prescribed philosophical text (Peter Singer's Saving a Life ..... 20%.</li> <li>Test 3 (May 2nd year): Philosophical analysis of an unknown text .... 20%.</li> </ol>
<p><b>Business Management NS/NM</b>  <b>(GROUP 3)</b></p>	<p>EVAL INTERNAL: Research project.....25%.....25%.</p> <p>EVAL. EXTERNAL:</p> <ol style="list-style-type: none"> <li>Test 1 (May 2nd year). Questions on the topics studied..... 30%</li> <li>Test 2 (May 2nd year): Based on stimulus material and course concepts ..... 45%.</li> </ol>
<p><b>Physics NM</b> <b>Chemistry NM</b> <b>Biology NM</b>  <b>(GROUP 4)</b></p>	<p>INTERNAL EVAL: Individual scientific research..... 20%</p> <p>EVAL. EXTERNAL:</p> <ol style="list-style-type: none"> <li>Test 1 (May 1st or 2nd). Multiple-choice questions on core subjects .... 20%.</li> <li>Test 2 (May 2nd or 1st): Varied questions on core subjects.40%.</li> <li>Test 3 (May 2 or 1): Questions on Option topics and on the experimental work carried out in the course.....20% .....20%.</li> </ol>
<p><b>Mathematics Applications and I nt. (NM)</b>  <b>(GROUP 45)</b></p>	<p>INTERNAL EVAL: Mathematical exploration (individual research).....20% .....20</p> <p>EVAL. EXTERNAL:</p> <ol style="list-style-type: none"> <li>Test 1 (May 1<sup>st</sup> year): 15 compulsory short answer questions related to the whole syllabus .....40% .....</li> <li>Test 2 (May 1<sup>st</sup> year): Compulsory long answer questions related to the whole study programme.....40% .....40% .....40% .....40% .....40% .....</li> </ol>
<p><b>Mathematics Analysis and approaches (NM) (NS)</b></p>	<p>INTERNAL EVAL: Mathematical exploration (individual research).....20% .....20</p> <p>EVAL. EXTERNAL:</p> <ol style="list-style-type: none"> <li>Test 1 (May 2nd year): Compulsory short and long answer questions relating to the whole syllabus (NO CALCULATOR)..... NM: 40% ; NS:30%.</li> <li>Test 2 (May 2nd year): Compulsory short and long answer questions related to the whole syllabus (WITH GRAPHIC SCREEN CALCULATOR)..... ..... NM: 40% ; NS:30%.</li> <li>Test 3 (May 2nd year): two compulsory long answer questions requiring <b>problem solving. WITH GRAPHIC DISPLAY CALCULATOR</b> ..... .....<b>NS:20%</b>.</li> </ol>

- The Extended Essay and the Theory of Knowledge are assessed with a maximum of 3 points.
- Theory of Knowledge: to have completed the essay corresponding to this subject, corrected by teachers from outside the school (external assessment) and the oral presentations, marked by teachers from the school (internal assessment).
  - Extended Essay: to have completed an Extended Essay, of approximately 4,000 words (maximum), on a topic chosen by the student, corrected by a teacher from outside the school (external assessment).
  - CAS activities: to have had the opportunity to collect a series of experiences dedicated to activity, creativity and service supervised by a teacher from the school or by someone from outside the school who certifies the achievement of the objectives set by the student (internal assessment).

Examinations are held in May of each school year, with dates pre-established by the International Baccalaureate, which sends them for implementation. The marking of the exams is carried out by external examiners, also assigned by the International Baccalaureate. The grading scales are established by the regulations of the same organization.

Grades per subject range from **1 to 7**.

Qualification of Extended Essay and ToK: **up to 3 points**.

Maximum score: **45 points**.

Minimum score for the Diploma: **24 points**.

## F. Requirements for the Diploma

**Enrolled students will be awarded the IB diploma provided the following requirements are met:**

- Have fulfilled the requirements of CAS
- Have obtained a total score of 24 or higher.
- Not having been awarded an N (No Grade) in Theory of Knowledge, the Extended Essay, or a subject that counts towards the diploma.
- Not having been awarded a grade E (Elementary) in Theory of Knowledge or the Extended Essay.
- Not having been awarded a grade 1 in any subject or at any level.
- No more than two 2 grades (in NM or NS subjects) have been awarded.
- No more than three grades 3 or lower (in NM or NS subjects) have been awarded
- Have obtained at least 12 points in NS subjects (for students enrolled in four NS subjects, the three highest grades will count).
- Have obtained at least 9 points in the NM subjects (students enrolled in two NM subjects must obtain at least 5 points at this level).
- Not have been sanctioned for misconduct by the final evaluation committee.

Enrolled students will have a maximum of three exam sittings to meet the requirements for the IB diploma. These exam sittings do not need to be consecutive.

The student can score a maximum of 42 points for the 6 subjects. A maximum of 3 additional points can be obtained from the ToK and the Extended Essay according to the following matrix:

### Extended Essay and Theory of Knowledge Evaluation Matrix

		Teoría del Conocimiento (TdC)					
Monografía	Calificación final obtenida	A	B	C	D	E o N	
	A	3	3	2	2	Condición excluyente	
	B	3	2	2	1	Condición excluyente	
	C	2	2	1	0		
	D	2	1	0	0		
	E o N	Condición excluyente					

### Assessment tasks and instruments (components)

The objectives and tasks are specific to each subject and are prescribed in the individual subject guides, which are published on Managebac for consultation by students, teachers and parents/guardians.

### G. Communication of achievements, recording and reporting of results

**Termly information:** both pupils and their parents or guardians are informed of progress at least once a term through personal meetings. They are informed in a descriptive way about their performance in each subject and in relation to their progress in CAS activities. Academic and attitudinal aspects in particular are discussed and the tutor or group leader is responsible for these meetings.

**Tutorial Reports:** information bulletins that describe the evolution in each subject and the performance during the term. The Tutor or group leader receives the information from all the teaching staff and this is shared in the Tutorial Sessions in order to finalise the reports. It is the tutor who is responsible for sending them to the families and is in charge of registering and keeping the receipts or confirmations of receipt by the families or those responsible for the pupils. This is carried out in the first two terms.

**Quarterly Report Cards:** The national programme provides quarterly information on academic performance and other aspects of student behaviour. In the case of Diploma Programme students, the report card reflects the levels of performance achieved in relation to the objectives set by the programme.

The tutor or group leader receives the information from all the teaching staff and, after sharing it at the evaluation sessions prior to the issue of the report cards, will draw up a record of the development of the sessions in which the decisions taken will be included. The assessment of the results derived from these decisions will constitute the starting point for the following assessment session. The tutor will also be responsible for sending the reports to the students.

Students, through the work of the Guidance Office, carry out their own prior self-assessment of their expectations in each subject.

Once the report cards have been received by the parents or guardians, the pupils hand in the corresponding signed receipt and the tutor keeps it for the duration of the school year.

At the end of the course a bulletin of similar characteristics to the termly ones is delivered, which reflects the final evaluation of the year both nationally and in the Diploma Programme.

**The IB communicates the results of the Diploma programme to each student on 6 July of the 2nd year of the programme, as well as whether or not the student has obtained the Diploma.**

## H. SPECIFIC NEEDS IN THE DIPLOMA PROGRAMME

A DP student should communicate any special educational needs to the DP coordinator upon enrolment in the programme so that any learning support or special assessment requirements can be arranged.

In addition, if a specific educational need is identified during the two years of the course, the student may be given a special education.

years of the Programme, it is important that the co-ordinator is notified. See refer to the existing document "Assessment Procedures for the Diploma Programme" and the document "Learners with Specific Assessment Access Needs" for ensure that the necessary arrangements are made for the assessments.

### I. Access to the Spanish public university with the Diploma Programme.

UNED (Universidad Nacional de Educación a Distancia) is the entity that is responsible for the The Diploma Programme is responsible for the conversion and validation of the Diploma Programme grades to obtain the Spanish university entrance qualification.

1. The student will be eligible for university entrance if he/she has obtained the International Baccalaureate Diploma.
2. The general phase of the EBAU will be validated by the following table and will give students a maximum score of 10 points equivalent to the Spanish education system:

PD IB score	Spanish qualification
7	10
6	9
5	8
4	7
3	6
2	5

The final grade for admission will be the average mark obtained in the six subjects taken.

In the specific phase of the EBAU, each faculty may choose the subjects that enable students to obtain an additional 4 points, reaching a maximum of 14.

International Baccalaureate Diploma students may choose between 2 alternatives:

- a) In some Autonomous Communities, validate, using the same scale as explained in point 2, the subjects required as specific by the university.
- b) Take the PAU specific to the UNED.



## J. Access to university in other countries.

Given the diversity of admission criteria for universities around the world, the Diploma Coordinator and the Diploma Counselling team will assist students and their families in their admissions process to foreign universities.

## IV. Assessment at the Spanish Baccaureate (National Programme)

Regulated by the [Order of 3 September 2016](#) of the Regional Ministry of Education of the Government of the Canary Islands.

In the National system, the student carries out exclusively internal evaluations during the two years of education, and this evaluation must be continuous, formative and differentiated.

Three assessment sessions will be held throughout the course, one per term. The last assessment session will constitute the ordinary final assessment and the decisions on promotion or qualification will be taken at this session. Each term students take written tests, projects and presentations that contribute to their termly and annual marks.

In the 2nd Baccaureate, the focus of the assessment is on written tests in preparation for the University Entrance Exams (EBAU) which the student takes in June and/or July.

The assessment criteria of the subjects will be the reference for the assessment of these and for the joint verification of the degree of development and acquisition of the competences and objectives of the stage.

The marking system is based on regional and national regulations. Students receive marks from 0 to 10, with 10 being the highest mark. The following numerical grades correspond to the following:

### Qualifications:

Insufficient: 1-4 points

Sufficient: 5 points

Good: 6 points

Merit: 7-8

Outstanding: 9-10

The results of the assessment of the degree of development and acquisition of competences shall be recorded in the following terms: "Not adequate", "Adequate", "Very adequate" and "Excellent".

The teacher responsible for the evaluation of each subject is the corresponding teacher.

The teaching team will assess their progress in all subjects and their academic maturity in relation to the objectives of the Baccaureate.

During the two years of the Baccaureate, students will take individualised assessment tests in the following subjects:

- All the general subjects of the core subjects block.
- Two optional subjects taken in the block of core subjects, in either of the two courses.
- The specific subjects of free choice taken in either of the two courses.

The tests shall be deemed to have been passed when 5 or more out of 5 points have been obtained.

Students who do not pass the exam may repeat it in other successive exam sessions, upon request.

In each course there will be two calls: ordinary and extraordinary.

## **K. Promotion of students and graduation (national programme).**

- A student will be promoted from 1st to 2nd Baccalaureate if he/she has passed all subjects or has failed a maximum of two subjects, of which he/she must enrol in 2nd Baccalaureate.
- To pass the 2nd year of the Bachillerato you must have passed the 1st year of the Bachillerato.
- Students may only repeat each year once; exceptionally, a second time, on the prior decision and report of the teaching team.
- Students who do not pass the 2nd year of Bachillerato may enrol only in the subjects they have failed or choose to repeat the whole year.
- A student will obtain the Baccalaureate Diploma when he/she has passed the final assessment of the subjects taken in the Baccalaureate with a minimum grade of 5 out of 10.
- The Baccalaureate Diploma will allow access to the different higher education courses.
- The Baccalaureate Diploma will consist of:
  - Modality studied.
  - Final Baccalaureate qualification.
  - Numerical grades obtained in each of the subjects taken in the Baccalaureate.

## **L. Of the examinations of unfinished subjects.**

Students who fail a subject in the ordinary and extraordinary exams will be considered as having failed a subject.

The student will be promoted to the higher grade if he/she meets the standards required by the national programme, but he/she must take examinations of the outstanding subject in each of the three assessments of the new grade.

For each exam, the subject teacher will give the student and inform the tutor, well in advance, about the contents that will be assessed.

The subject teacher will keep track of attendance and performance in each exam, and will inform the tutor who will inform the parents.

## **M. Honours in the Baccalaureate**

1. The "Matrícula de Honor" may be awarded to a maximum number of students in the second year of Baccalaureate of the school indicated by the legislation in force. According to the ORDER of 3 September 2016, which regulates the assessment and promotion of students who are studying the stages of Compulsory Secondary Education and Baccalaureate, and establishes the requirements for obtaining the corresponding qualifications, in the Autonomous Community of the Canary Islands:

2. The "Matrícula de Honor" may be awarded to students who have passed all the subjects of the Baccalaureate and whose overall grade for the two years is 9 or higher. The "Matrícula de Honor" may be awarded to a maximum number of students equal to or less than 5% of the total number of students in the second year of the Baccalaureate at the school. The school shall establish the procedure for granting this award to students who have a grade of 9 or higher and exceed the established percentage.

3. The grade of "Honours", which will be recorded by means of a specific record in the student's academic transcript and academic record, will have the effects determined by the regulations in force.

4. The matriculation or matriculation honours will be awarded in decreasing order of the overall average mark for the stage and, in the event that two or more students obtain the same average mark, and there is a higher number of proposals than possible matriculation honours, the following order of priority will be taken into account for the purposes of the tie-breaker:

4.1. Higher average mark in the general core subjects of the second year of the baccalaureate.

4.2. Higher average mark in the core optional subjects of the second year of the baccalaureate.

4.3. Higher average mark in the specific subjects of the second year of the baccalaureate.

4.4. Highest average mark in the first year of the baccalaureate.

5. Being in a critical economic situation. In order to claim this circumstance, students or their representatives must provide the school secretary's office, during the school year and until the first fortnight of May, with one of the documents listed in the following list:

5.1. Certificate and/or Report from the municipal Social Services, reflecting the adverse socio-economic situation of the eligible members of the family unit.

5.2. Certificate and/or Report from a legally recognised Non-Governmental Organisation, stating whether the eligible members of the family unit receive basic assistance.

5.3. Certificate from the Canary Islands Employment Service stating the current administrative and employment situation (employed or unemployed) and whether or not the main breadwinners are in receipt of an unemployment benefit or subsidy and, if applicable, the gross amount equal to or less than the IPREM.

6. Higher average mark in the last stage of the studies taken to access the Bachillerato (School Graduate).

7. In the event that a tie persists, the youngest student will be awarded the honourable mention.

## N. External Final Assessment Test (EBAU)

The Baccalaureate Examination for University Entrance (EBAU) is structured into a general phase and an option phase. The test in each subject will have two options, of which students will choose only one.

### Phases of the EBAU.

The general phase comprises four general core subjects of the 2nd year of the Baccalaureate: three taken (History of Spain, Spanish Language and Literature II, and First Foreign Language II) and one core subject of the chosen modality, whether taken or not (Fundamentals of Art II, Latin II, Mathematics II or Mathematics Applied to Social Sciences II).

Students who wish to increase their admission mark may take up to four subjects in the 2nd year from among: a maximum of one core subject of the modality and a maximum of one foreign language other than the one taken in the general phase in the same sitting, and the core subjects of option. This phase will be called the option phase.

**Minimum grade for the test and validity of the marks obtained.** In order to pass the EBAU, it is necessary to obtain at least an average mark of four points in the general phase and at least a five in the access mark (60% of the average mark of the Baccalaureate + 40% of the average mark of the general phase).

Once the EBAU has been passed, the access mark will be valid indefinitely.

The grade for the subjects passed with a grade higher than or equal to five in the option phase will be valid for the two academic years following the passing of these subjects for admission to official university degree courses.

The admission mark will include the marks for the subjects passed with a mark of five or more in the option phase as well as the weighted subjects of the general phase.

Universities shall publish the weightings of all subjects in all degree programmes. The two grades obtained from among the weighted subjects that are most favourable to students in each degree to which they wish to be admitted shall be selected for weighting.

## O. Special needs

If it is detected that a pupil has special needs in terms of the way he/she is assessed, the most appropriate way of assessing the pupil is assessed together with the psycho-pedagogical office. Each year a report on pupils with special needs is drawn up to inform the teaching staff.

As far as languages are concerned, whether a pupil is below the class average or above, the form of assessment is modified according to the pupil's level.

## **P. Recording and accessing evaluation information.**

The information on the evaluation in the three stages is recorded on the digital platform that the school has contracted.

The individual assessment of each student for the tutorial reports and assessment bulletins is uploaded to the platform by the teachers of each subject. Each teacher has access within the platform to their levels and subjects and the tutor has access to the information of all the subjects of the students in their tutoring.

Coordinators can access information about the students in their stage and the school management can access information about all stages.

Parents receive information about the evaluation orally in tutorial meetings, and in written form in tutorial reports and termly newsletters.

All information collected is stored on the College's servers.

## **2. Links between the Assessment Policy and other documents.**

At Arenas International School, teamwork is encouraged and individual student work is valued, considering academic probity in all forms of assessment. Special attention is given to the attribute of integrity in the IB community profile and the values of honesty and integrity are promoted. Students are informed in a timely manner of the implications of misconduct such as plagiarism, collusion and cheating in examinations and are instructed in the use of citations and references in their work in accordance with our Academic Probity Policy.

The School's Assessment Policy provides for the sanctioning of any "misconduct" in which a student is involved, and details of the procedure to be followed in the event of misconduct are set out in the Academic Probity Policy.

In relation to the Special Educational Needs Policy, at Arenas International School, consideration for diversity plays an essential role. In order to promote this, the school has a team of specialists who support, stimulate and promote attention to diversity and special educational needs. The school's Guidance Office coordinates with the school's management, teachers and parents regarding particular cases that require special attention in terms of teaching and assessment strategies.

## **3. Responsibilities in the implementation, evaluation and revision of the Assessment Policy and in the training of new teachers.**

The development and review of the Evaluation Policy involves all actors involved. It is reviewed and approved by the Coordinators of the four Programmes (national, PYP, MYP and DP) with the participation of management and teachers in order to have a shared vision of the expectations and practices that are appropriate for the context of the school.

The revision of the Assessment Policy is carried out annually and includes, in addition to the IB standards, national and regional programme requirements. Each Programme Coordinator and

subject leaders are responsible for training new staff in assessment, as well as setting the guidelines for assessment at the beginning of each academic year.

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