



STUDENT LEARNING AND PERFORMANCE ASSESSMENT POLICY

POL-010-E

**COMPREHENSIVE
CULTURE OF EXCELLENCE**

**COMMITTED COMMUNITY
THE ENGLISH WAY**

**EFFECTIVE GOVERNANCE
AND FINANCIAL SUSTAINABILITY**



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ASSESSMENT OF STUDENT LEARNING AND PERFORMANCE

1. CONTEXT

This policy refers to the assessment of students' learning and performance when the educational process is on-site. There are times when virtual learning happens at home. In this case, please check the Distance Learning Plan.

1.1 STRATEGIC PLAN



OBJECTIVE CCE 1: TO ACHIEVE ACADEMIC EXCELLENCE	
CCE 1a	To provide students with the skills and learning experiences to optimise their ethical, social, academic, and personal potential in order to develop their life project in line with recognised standards of global competitiveness.
CCE 1b	To achieve outstanding results in both IB and national assessments for all sections.
OBJECTIVE EGFS 1: TO PROMOTE EFFECTIVE CORPORATE GOVERNANCE	
EGFS 1a	Development of and a strict adherence to a robust corporate governance structure that provides a strong foundation to support the Guiding Statements.
EGFS 1b	To implement clear and well-communicated processes that allow for the effective administration of the school.

1.2 RELATED ORGANISATIONS

Most of the content of this assessment policy refers to how The English School and other related organisations assess students to grant the results and levels of the three IB programmes — the Diploma Programme (DP), the Middle Years Programme (MYP) and the Primary Years Programme (PYP) — as well as of the ICFES - *Prueba Saber*, the DELF of the Alliance Française and the International Schools Assessment (ISA) of the Australian Council for Educational Research (ACER).

Additionally, the quality framework for the education of students at the Colegio de Inglaterra - The English School includes inspections, programme assessments as well as accreditation by the following organisations:

1. **The Ministry of Education of Colombia** establishes educational standards and issues decrees on the organisation of public and private schools in the country.
2. **The Dirección Local de Educación de Usaquén** organises and regulates the implementation of educational standards with the rectors of the locality of Usaquén where the school is located.
3. **The International Baccalaureate (IB)** provides research, support, professional development, conferences and globally recognised standards to the three core curriculum programmes. The Andean Association of International Baccalaureate Schools (Asociación Andina de Colegios IB - AACBI) was founded 23 years ago at the Colegio de Inglaterra - The English School in order to offer professional development to the IB schools in the region. In 2008, the Colegio de Inglaterra - The English School began to implement the Primary Years Programme (PYP) quickly followed by the Middle Years Programme (MYP) in 2009. In 2016, it became the first school in Colombia to introduce e-Assessments and it has been offering the Diploma Programme (DP) for almost 40 years since 1981.
4. **The Council of International Schools (CIS)** establishes world-class accreditation standards for leading international schools. The Colegio de Inglaterra - The English School achieved accreditation by this body in May 2022.
5. **The European Foundation for Quality Management (EFQM):** In November 2020, the Colegio de Inglaterra - The English School became one of only four schools in Colombia to achieve the FIVE STAR Level of Excellence recognition, the highest level achieved by a school in Colombia.
6. **The Alliance Française** certifies students of the Colegio de Inglaterra - The English School with the DELF (Diploma in French Language Studies) thus providing a platform for obtaining higher-level degrees and potential access to the French university system.
7. **The International School Assessment (ISA)** of the Australian Council for Educational Research (ACER) provides assessments for the students of the Colegio de Inglaterra - The English School of Grades 3, 5 and 8 that are based on the world-renowned PISA. The Programme for International Student Assessment (PISA) is a global study carried out by the Organisation for Economic Co-operation and Development (OECD) in member and non-member countries designed to assess educational systems by measuring school performance in Mathematics, Sciences, Reading and Writing, in English, of 15-year-old students. Many of the major international schools carry out these assessments and, currently, the Colegio de Inglaterra - The English School is the only school in Colombia that participates in the ISA tests.

The students of The English School make use of their results to progress into further education or work. Teacher, parents, and student have a role to play in assessments and should understand the strengths, weaknesses, and decisions that those offering and using assessment need to make. Below

are some of the common questions and comments we receive from teachers and how this document will help answer them.

Foreword of the Assessment principles and practices

Quality assessments in a digital age document

"Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted." — (Albert Einstein/William Cameron, 1963)

"Clearly, if the other criteria are less reliable than the examinations, greater reliance on them will lead to less reliable selection decisions." — (Mike Cresswell, 1986)

These two quotes indicate the scope of the challenge that we face with assessment. Many of the objectives for an International Baccalaureate (IB) education are not easy to assess, but without detailed assessments of our learners, important decisions that will affect their lives will be made on less fair and reliable grounds.

All IB programmes are guided by assessment, as outlined in IB approaches to teaching. While assessments are different in each programme, all IB assessment methods are varied and serve their purpose.

Assessment of student learning and performance means the continuous, permanent, comprehensive and qualitative process to make judgements on students' learning and performance in terms of the achievement of the objectives proposed for each subject or subject group of the curriculum within the context of the vision, mission, guiding statements and objectives of the Colegio de Inglaterra - The English School, the International Baccalaureate assessment schemes, the International Schools Assessment (ISA) of the Australian Council for Educational Research (ACER), the *Pruebas Saber* - ICFES and the Alliance Française in line with the accreditation policies of the International Baccalaureate and the Council of International Schools (CIS).

Assessment of student learning and performance includes observation, identification, description, relationship, explanation, understanding and interpretation of the processes of students' performance. To this end, teachers design and implement pedagogical strategies that allow them to obtain, analyse and interpret the information and determine the level of performance proposed for each area and subject of the curriculum. The International Baccalaureate summarises this point in the following diagram:



- a. When assessing the success of students at the Colegio de Inglaterra - The English School, the success of the school's mission is also assessed:
- b. "Our purpose is to maximise the academic and personal potential of each of our students through a comprehensive culture of excellence that is holistic, based on the IB principles and programmes, and that encompasses distinction in the academic, artistic, and athletic fields, fostering leadership and the ability to innovate, mindful of the unique strengths and interests of each student."
- c. This mission was approved at the annual Ordinary General Assembly on 5th March 2019.
- d. When assessing the success of students at the Colegio de Inglaterra - The English School, the success of the school's vision is also assessed: "To be an agent of change for Colombia and the world, by educating global citizens that are inspired and guided by the core values of integrity, excellence, and social and environmental responsibility and awareness."

This vision was approved at the annual Ordinary General Assembly on 5th March 2019.

- e. The success of the IB education in which they participate is taken into account:
 - I. The International Baccalaureate (IB) programmes aim to achieve more than other curriculums by developing inquiring, knowledgeable and caring young people who are motivated to succeed.
 - II. The IB strives to develop students who will build a better world through intercultural understanding and respect.
 - III. The IB programmes can operate effectively with national curriculums at all ages. IB programmes differ from other curriculums because they:
 - encourage students of all ages to think critically and question assumptions.

- develop independently of government and national systems, incorporating quality practices from research and our global community of schools.
- encourage students of all ages to consider local and global contexts.
- develop multilingual students.

Most of the assessment in the Diploma Programme is external and it is sent to an IB examiner. Some formal assessments are internal and require the teacher to mark the work of each student applying the IB standards.

IB education is also assessed in terms of acquiring the IB learner profile.

The IB learner profile is the mission statement of the International Baccalaureate (IB) translated into a set of learning outcomes for the 21st century. As members of the IB learning community, we strive to be:

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
 - **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
 - **Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
 - **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
 - **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
 - **Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
 - **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
 - **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
 - **Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
 - **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
- a) When assessing the success of students at the Colegio de Inglaterra - The English School, the success of the assessment criteria of the International Baccalaureate Programme in which they participate is assessed:

- Every five years.
- Assessment of the three IB programmes: PYP, MYP and DP. The objective of the assessment is for the IB to ensure, on a regular basis, that the standards and practices of the programmes are being maintained.
- Assessment:
 - It is a formal reflection process that includes all parties in the school community.
 - Schools engage in a self-study of the implementation of the programme according to the standards for the implementation of programmes and specific practices.
 - Schools identify key achievements during the period under review and identify areas requiring further development.
 - The IB reviews each self-study and provides feedback to schools.

The authorisation process is a challenging, rewarding, and worthwhile journey for the school and its community. The benefits of authorisation last long after the completion of the process and equip each school with a road map for sustained success. As a result of this process, parents and students can be confident that each IB World School, no matter where it is located, has:

- commitment to the IB philosophy with a focus on international-mindedness.
- a rigorous, comprehensive curriculum encouraging student curiosity and inquiry.
- teachers, leaders, and staff trained in the IB programme and philosophy.
- school leadership and administrative structures that serve its mission and support the IB programme.
- a comprehensive plan for implementation and sustainability of the IB programme.

- b)** The success of the Pruebas Saber - ICFES test in which they participate is assessed with *Pruebas Saber 3, 5, 9, Prueba Pre Saber 10 and Prueba Saber 11*

All of these tests seek to enable schools to monitor students through their educational process, so that weaknesses can be identified and intervened before students reach Grade 11. Therefore, the competencies assessed are the same in all tests, adapted to the educational level of the students. It is necessary to make an important clarification regarding the *Prueba Saber 3, 5 and 9* because as these tests are generally applied once a year between August and September, the ICFES decided that to avoid a distortion between the results of calendar A and B schools, the calendar B students who take the tests are:

PRUEBA SABER	ASSESSED STUDENTS
SABER 3	Grade 4
SABER 5	Grade 6
SABER 9	Grade 10

With this decision, the results of calendar B students can be compared with the results of calendar A schools. On the other hand, as the *Prueba Saber 11* is applied twice a year, one for each calendar, no changes have been made for Grade 11 students.

- c) Success in the DELF examination of the Alliance Française is taken into account. The DELF (Diploma in French Studies) is an official diploma issued by the Ministry of National Education of France to certify the French language proficiency of foreign and French candidates from a non-Francophone country who do not have a diploma of public education, secondary education, or higher education in French.
- The DELF and DALF (Diploma in Advanced French) consist of 6 independent diplomas (DELF: A1, A2, B1 and B2 – DALF: C1 and C2). Depending on his/her level, the candidate can register directly for the exam he/she wants to take. Skills to be assessed: listening, reading, writing and speaking. A minimum score of 50 out of 100 points must be achieved to obtain the diploma. The candidate is eliminated if he/she scores below 5 out of 25 in at least one of the skills.
- d) The success of the International School Assessment (ISA) of the Australian Council for Educational Research (ACER) is assessed. ISA enables the Colegio de Inglaterra - The English School to externally benchmark the IBYP and IBMYP against the standards of other leading schools around the world:
- To monitor the progress of an individual or cohort over time.
 - To measure student performance to consider and address his/her strengths and weaknesses.
 - To benchmark school performance and progress against an international cohort and schools in the same region.
 - To benchmark results against schools with a similar number of students with English-speaking backgrounds.
 - To assess teaching programmes against objective evidence of student performance to identify gaps and measure growth.
- e) The success of students in Grade 9 (Year 5 of the MYP) is being assessed in the MYP e-Assessments, which provide students with the opportunity to demonstrate disciplinary and interdisciplinary understanding, international mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen e-tests and e-portfolios provide a balanced assessment model and are primarily intended to lead to final IB-validated grades. Only students who successfully take and complete the required e-Assessments can have their academic achievements officially recognised by the IB. E-Assessment comprises three strategies for assessing what learners know and are able to do: e-portfolios, screen tests and the personal project.
- f) The success of the Council of International Schools (CIS) membership of the Colegio de Inglaterra - The English School is assessed. The CIS accreditation process contributes to the quality of student learning through rigorous assessment by experts that leads to CIS accreditation. The final award of CIS accreditation shows that the school has achieved high standards of professional performance in international education and has a commitment to continuous improvement. In particular, the award of accreditation shows that the school:

- is devoted to its mission and vision for students.
- has thought deeply about the services it offers to students, family and community.
- invests the time and resources for validation from a globally-recognised accreditation authority.
- focuses on the quality of teaching, student learning, as well as student safeguarding and well-being.
- is committed to the development of the students' global citizenship.
- has a suitable philosophy of education suitable for its students.
- promises only what it can deliver.
- is open to regular assessment by its own school community and peer examiners.
- constantly seeks improvement in all areas of the school plans strategically for the future.

The quality and rigour of CIS International Accreditation is recognised by ministries and departments of education around the world. The CIS International Accreditation process has been validated and is recognised by the National Association of Independent Schools (NAIS) Commission on Accreditation, a body which “accredits the accreditors” in the United States. CIS International Accreditation is further validated and accepted by other countries internationally as a mark of quality assurance, including ONESQA in Thailand, State Departments of Education in Australia, the Council of British International Schools in the UK, and others.

2. ASSESSMENT OBJECTIVE

In the institution, assessment is carried out for:

1. To value student performance in each of the areas included in the curriculum.
2. To determine whether a student can be promoted to the next grade level.
3. To encourage the strengthening of values, attitudes, skills, and competences in students.
4. To identify personal characteristics, interests, development rhythms, and learning styles.
5. To design and implement strategies to support students who have difficulties in their performance.
6. To offer the student opportunities to learn from success, mistakes, and experience in general.
7. To provide the teacher with information to refocus or consolidate his/her teaching practices.
8. To make of self-assessment, co-assessment and hetero-assessment permanent practices that contribute to the development of learning and to the integral education of students.
9. To provide information that contributes to the institution's self-assessment and the ongoing updating of its curriculums.
10. To recognise the achievements of students in accordance with the Students' Scholarships and Awards Policy (POL-003-S).

Within the process of integral education of students, the characteristics of the assessment proposed in the Community Handbook are put into practice with learning self-assessment and an analysis with a critical eye in their education process. It also makes it possible for students and their families to become aware and decide on improvement activities or strategies that can be implemented to achieve the expected objectives.

At the end of each academic term of the school year, the student will have the possibility to issue a qualitative-descriptive concept of his/her performance, recognising strengths and successes as well as setting future goals and commitments for the next academic term.

Parents will receive the students' self-assessment report together with the report card issued by the institution each term.

The institution keeps a record of the students' assessments, which include the students' personally identifiable information as well as the performance in each grade level offered by the school.

3. ASSESSMENT IN PRE-JARDIN, JARDIN, TRANSITION AND THE ENGLISH NURSERY

The main objective these grade levels is the comprehensive education of boys and girls to ensure their full and harmonious development. Considering the above premise, the following dimensions and their corresponding assessment are established as central axes of learning: Cognitive, Communicative, Social and Affective, Aesthetic, Corporal, and Spiritual.

With these dimensions established, their expected achievements are defined. These achievements are understood as those that guide the assessment and those that are expected to be obtained during the development of the educational processes in the different dimensions established as guides within these processes.

In The English Nursery, the assessment is qualitative and shows the individual progress of students in each of the above-mentioned dimensions. In Pre-Jardin, Jardin and Transition, the assessment is qualitative and it is included in a quarterly report of the performance in each subject. It is also quantitative taking into account the grading scale approved for all the sections of the school. Considering as well the stage of development and life cycle in which Pre-Jardin and Jardin students are, the minimum grade given is 4 (Begins to develop the skill).

Monitoring systems such as skills tests, diagnostic tests, projects or performance tasks, anecdotal records, rubrics, checklists, student portfolios are used in the development of processes and as strategies of formative and summative assessment.

These assessment strategies allow teachers to direct and redirect learning processes and experiences so that they can apply differentiation assertively and that each student can work according to their self-learning style and pace. At the same time, teachers can inform both students and parents about the progress or opportunities for improvement in the different areas of knowledge.

Self-assessment, an important element of assessment, allows students to reflect on their performance and learning, and at the same time, to manage **Agency**¹, an essential element of the **Primary Years Programme**. Although there are some differences between the different grade levels, the PYP is offered at all levels of TEN and from Pre-Jardin up to Grade 4. Therefore, the following section also refers to the assessment carried out in TEN and Pre-Jardin, Jardin and Transition.

¹. Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice, and ownership for everyone in the learning community.

4. ASSESSMENT IN PRIMARY BASIC EDUCATION (PRIMARY YEARS PROGRAMME - PYP)

Primary Basic Education (*Educación Básica Primaria* in the Colombian education system) at the Colegio de Inglaterra - The English School is comprised of four grade levels that are part of the Primary Years Programme (hereinafter PYP) of the International Baccalaureate.

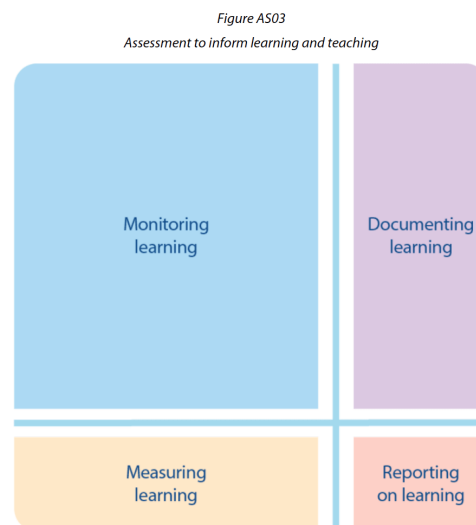
The fundamental aim of assessment in the PYP is to understand where a child is in the learning process at a given point in time and during their time in the PYP. Fundamental to the aim of the PYP is to guide learners thoughtfully and effectively through the five essential elements of learning: acquiring knowledge, understanding concepts, mastering skills, developing attitudes and deciding to act. PYP assessment focuses on the process rather than the product of a learning experience and should include an understanding of the purpose of assessment by the entire learning community.

In the enhanced PYP, assessment is seen as a collaboration between teachers and learners, with learners taking more responsibility and an active role in creating and carrying out the assessment process. Students and teachers must co-construct learning objectives and success criteria together to develop a greater purpose for the assessment and following both a backward by design and forward by design approach. As part of assessment, the role of active reflection is part of the assessment process in which students can create a better understanding of their own learning and the next steps to take to advance their understanding, skills and knowledge.

Assessment can be considered in three ways: assessment of learning, assessment for learning and assessment as learning. Assessment of learning is the summative or more formal strategies for assessing a learner's knowledge or skills, especially in a subject area or unit of inquiry. Assessment for learning is formative or continuous assessment that takes place on a daily basis and helps to inform the learning process. Assessment as learning is when a learner internalises the skills and abilities necessary to self-assess and reflect on their learning. This allows them to assess where they are, where they still need to go and determine what they need to do to achieve their goal. PYP teachers use a combination of the three styles of assessment, with the ultimate goal of preparing students to be capable assessment learners.

With regard to the PYP assessment, we share the vision of the International Baccalaureate Organisation (IB, 2018), which is implemented at the school:

There are four dimensions to PYP assessment: monitoring, documenting, measuring and communicating learning outcomes. Each of these aspects plays its own role, but all aim to provide evidence to inform learning and teaching. While not all dimensions of assessment are weighted equally, each has its own importance and value. The PYP chooses to put emphasis on monitoring and documentation of learning, as these dimensions are critical in providing actionable feedback for the learners.



Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

- Learning logs or journals: These are used to record feedback and reflections of ongoing learning.
- Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- Portfolios: A collection of artifacts that can also contribute to reporting.

Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

Measuring learning

The measuring of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Some IB World Schools may administer government or commercially available standardized tests to measure their students’ performance. When standardized achievement tests are used, administrators and teachers are encouraged to carefully consider:

- How to minimize the impact of testing on student well-being.
- How to effectively use this data point to add to the comprehensive view of student learning.

Analysing learning

Teachers use multiple data points to evaluate student progress. The aim is to organise, aggregate and disaggregate data to derive information to support evidence-based decision-making. The PYP supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching.

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

Teacher moderation

It is necessary to have a shared understanding of what quality and success looks like for diverse learners before, during and after learning. Teacher moderation through professional discussions around student samples is an effective strategy.

After any documenting and measuring of learning is complete, teachers collaboratively ask further questions.

- Have the learning experiences provided ample information to allow an evaluation to be made about whether the purposes or learning goals have been met?
- What does a student's performance reveal about their level of understanding?
- Have any unexpected results occurred?
- How could the learning and teaching process be modified as a result of the assessment?
- Should any changes be made to the assessment design or procedure?

Figure AS04
Data-informed decision-making



Reporting learning

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and

contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents. If a school awards and communicates grades or other indicators of achievement, it should ensure that these processes are open, transparent and understood by all stakeholders.

No specific formats are preferred by the IB for reporting. The following ways have been used by schools offering the PYP that may be considered or adapted.

- Meetings with parents, students and teachers
- Meetings featuring student presentations
- Reports
- Learning progressions

Assessment in Primary Basic Education is qualitative and quantitative. Qualitative assessment refers to the progress verification in the learning processes, including the acquisition of the skills described in the learning approaches. Quantitative assessment is determined by the level a student reaches in the performance of achievements by term and it is verified through the assessment evidence that the teacher designs for that purpose and which may occasionally be designed together with the students. Grades shall be expressed in numerical figures.

The institution has defined the following criteria to be considered in the planning and execution of assessment evidence:

1. **Conceptual management:** This aspect considers the construction of new concepts based on inquiry, conceptual connections and the management and demonstration of acquired knowledge. This is all framed in the conceptual understandings of each subject.
2. **Appropriation:** It refers to the development of learning processes and approaches that show the development of students' thinking, communication, research, social and self-management skills.
3. **Action:** It refers to the use of knowledge to face and respond to various situations.

Information on student learning is collected through:

- Prior knowledge and interests of the students.
- Examples of student work or performance.
- Statistics related to rubrics, reference points, checklists, anecdotal or continuous records.
- Results of exams or performance tasks.

Types of assessment:

- **Pre-assessment:** This takes place before beginning new learning and seeks to identify previous learning and experiences.
- **Formative assessment:** It is included in the process of daily learning. It provides information on how the learning process is developing. It also helps the teacher plan the next steps in the process.

- **Summative assessment:** It occurs at the end of the teaching-learning cycle. Students have the opportunity to show what they have learnt by applying the knowledge acquired in new and authentic contexts.

This variety of assessments is used to:

- Assess the current levels of knowledge and experiences of the students before beginning to work with new knowledge.
- Detect students' difficulties and progress.
- Assess the acquisition of new learning.

5. ASSESSMENT IN SECONDARY BASIC EDUCATION (MIDDLE YEARS PROGRAMME - MYP)

Secondary Basic Education (*Educación Básica Secundaria* in the Colombian education system) at Colegio de Inglaterra - The English School is comprised of five grade levels corresponding to the Middle Years Programme (hereinafter MYP) of the International Baccalaureate.

Assessment in the MYP is based on four criteria that have the same value (each with 8 achievement levels for a total of 32 points). Therefore, the school uses the International Baccalaureate (MYP) grade boundaries to determine the final grades for all subjects at the end of the term. This resource offers a way to convert the total marks at the end of the term for all subjects into grades on a 1 to 7 scale.

Assessments and reports are essential:

- To consider planning, teaching, and evaluation as integrated processes.
- To provide students with continuous feedback and suggestions throughout work units.
- To train students and parents to understand assessments as a means to describe and improve learning.
- To assess the students' levels of knowledge and experience before undertaking a new knowledge.
- To use varied and balanced assessment reporting and communication strategies.
- To make students self-assess and co-assess themselves.
- To implement the curriculum in accordance with the principles of the programme.

Teachers are responsible for structuring valid and varied assessment tasks (qualitative-formative and quantitative-summative) that enable students to show their level of achievement in relation to the objectives of each subject group.

Types of assessment:

- **Diagnostic assessment:** This takes place before beginning new learning and seeks to identify previous learning and experiences.
- **Formative assessment:** It is included in the process of daily learning. It provides information on how the learning process is developing. It also helps the teacher plan the next steps in the process.

- **Summative assessment:** It occurs at the end of the teaching-learning cycle. Students have the opportunity to show what they have learnt by applying the knowledge acquired in new and authentic contexts.

Information on student learning is collected through:

- Examples of student work or performance.
- Statistics related to rubrics, reference points, checklists, anecdotal or continuous records.
- Results of exams or performance tasks.

The record and reports of individual achievement levels are organised in such a way as to provide detailed information to students on their progress, as these are linked to the assessment criteria for each subject group.

6. ASSESSMENT IN SECONDARY EDUCATION (DIPLOMA PROGRAMME -DP- CAREER-RELATED -CP- PROGRAMME)

Secondary Education (*Educación Media* in the Colombian education system) at Colegio de Inglaterra- The English School is comprised of two grade levels (Grade 10 and 11) corresponding to the Diploma Programme (hereinafter DP) and the Career-related Programme (hereinafter CP) of the International Baccalaureate.

Assessment in the Diploma Programme and Career-related Programme is based on objectives and/or assessment criteria. Its main purpose is to support and promote the learning process of students. Each subject has established a set of objectives and/or assessment criteria that describe and measure the level of achievement of students according to their own performance. Students pass a subject if they get a 4 or above.

Assessment of students' learning in the Diploma Programme and Career-related Programme focuses on the assessment objectives and criteria for each subject, including the following mandatory components: Theory of Knowledge, Creativity, Action and Service, and Extended Essay for the DP and Language Development, Personal and professional skills, Service learning and Reflective Project for the CP. This is carried out in a continuous and permanent basis through a variety of assessment strategies and tools for learning (formative assessment) and to assess learning (summative assessment). For CP students, the assessment structure required by the Universidad Popular Autónoma del Estado de Puebla in Mexico, UPAEP, will be taken into account for the follow-up, supervision and approval of the respective CP studies chosen by the student candidates.

Types of assessment in the Diploma Programme and Career-related Programme:

- **Formative assessment:** It is included in the process of daily learning. It provides information on how the learning process is developing. It also helps the teacher plan the next steps in the process.

- **Summative assessment:** It occurs at the end of the teaching-learning cycle. Students have the opportunity to show what they have learnt by applying the knowledge acquired in new and authentic contexts.

The record and report of individual achievement levels are organised in such a way as to provide detailed information to students on their progress, as these are linked to the assessment criteria for each subject group.

7. ASSESSMENT CRITERIA FOR PRE-JARDIN UP TO GRADE 4 (PRIMARY YEARS PROGRAMME)

The assessment should be continuous, systematic, comprehensive, qualitative, quantitative, and is expressed with descriptive reports that respond to these characteristics. Continuous assessment of theoretical and practical knowledge, skills, and competences is essential. Assessment of students at the formal education grade levels of Pre-School, Primary Basic Education, Secondary Basic Education, and Secondary Education in the subjects that comprise the core and elective subject groups for each term of the academic year will be carried out independently and based on the following criteria:

- a. Assessment should be understood as a permanent action that seeks to diagnose, estimate, judge, and assess the state of the student's development and pedagogical processes.
- b. It is the means by which learning experiences and programmes can be adapted to the needs and interests of students and for teachers to improve their teaching practices on a permanent basis, through critical reflection.
- c. The assessment process should be carried out in such a way that the student does not experience fear or prevention. It should be as natural as learning something new, and just as students participate in the learning, they will also participate in the assessment. The ideal is that they themselves can detect their weaknesses and have the opportunity for improvement.
- d. Achievements will be defined for each of the three (3) academic terms per subject in each grade level. Therefore, teachers responsible for each subject must make them known beforehand to the students of each group or grade level.
- e. In the written report of each academic term and based on the defined objectives, teachers should point out to students their strengths and weaknesses as well as the recommendations to overcome difficulties.
- f. For all sections of the school, the academic year has three (3) terms of thirteen weeks and two days each (13.2 weeks).
- g. The assessment process of Pre-Jardin, Jardin and Transition students is governed by Articles 14, 15, 16, and 17 of Decree 2247 of 1997, compiled in the Sole Regulatory Decree 1075 of 2015 in articles 2.3.3.3.2.2.2.4 and following:

Assessment in Pre-Jardin, Jardin and Transition is a comprehensive, systematic, ongoing, participatory, and qualitative process that has among its purposes the following:

- To know the status of the integral development of the student and his/her progress;
- To encourage the strengthening of values, attitudes, aptitudes, and habits;
- To create spaces of reflection that allow the teacher, the parents, and the students to refocus their pedagogical processes in order to take the necessary measures to overcome the circumstances that interfere with learning.

Achievement indicators established by the Ministry of National Education for Pre-Jardín up to Grade 4 as well as those defined in the Institutional Educational Project (Proyecto Educativo Institucional – PEI) are a guide for the educator to develop his/her own indicators, considering the students' knowledge of the cultural, social, and personal reality.

Progress indicators reflected in the reports handed to parents of Pre-Jardin up to Grade 4 are developed by the teaching staff at each level and are subject to constant review and discussion. These are developed based on the five transdisciplinary approaches to learning (thinking skills, social skills, communication skills, self-management skills, and research skills) proposed by the Primary Years Programme.

General guidelines for curricular processes and achievement indicators for the various grade levels of Pre-Jardín up to Grade 4 be as indicated by the Ministry of National Education, in accordance with Law 115 of 1994, as well as with the guidelines of the Primary Years Programme. These also obey the cultural, social, and personal reality of the children of our school. The different dimensions of children's development are reflected in these indicators.

7. 1 QUALITATIVE ASSESSMENT

In each term, students will carry out a digital portfolio. Its content includes a self-assessment of their progress and a reflection on the acquisition of the attributes of the profile.

As mechanisms for linking the family and the community in daily activities and their integration into the educational process, the following are implemented in The English Nursery and Early Years and Primary:

- Throughout the school year, parents will receive qualitative progress reports of each term.
- Throughout the school year, assessment commissions in Grades 1 to 4 are set up by grade levels. A parents' representative of the specific grade level attends these committees and they discuss the particular situation of students who need support from the Academic Support Department.
- In Pre-Jardín, Jardín and Trnsition, follow-up committees comprised of tutors, Spanish teachers, the Early Years Coordinator, the Academic Support Department Coordinator, and support professionals are established. In accordance with the provisions of Decree 2247/97 in Article 10, there is no grade retention in this section. However, students in Transition can obtain a numerical grade of three in indicators and a final subject grade. This is in order to allow the process to be quantified and to make a more objective report to families.

8. ASSESSMENT CRITERIA FOR SECONDARY BASIC EDUCATION (MIDDLE YEARS PROGRAMME)

Assessment is part of the teaching and learning process. In the MYP, teachers are required to assess the prescribed specific objectives of the subject groups using the criteria established for each one of them in each year of the programme. In order to give students, the opportunity to reach the highest level, teachers prepare rigorous tasks in which they apply various assessment strategies.

In the MYP, teachers make decisions about students' achievements using their professional judgement, guided by mandatory criteria that are public, accurate, and known in advance to ensure that the assessment is transparent and fair. Descriptors are used in a variety of assessment tasks (authentic comprehension performances) to determine the achievement levels of students in relation to the established assessment criteria.

In Secondary Basic Education (MYP), the school year assessment is distributed in formative and summative assessments. Students' development process in each subject is assessed, based on the objectives and assessment criteria of the subjects. Each subject will assess each objective at least twice per term and in accordance with its criteria. It is neither compulsory nor appropriate to assess all aspects included in one criterion in all tasks or assessments.

All learning experiences should be assessed in accordance with one aspect of the criteria. Each department will determine the number of activities assessed per term, and all students will know this document at the beginning of each term. At the end of each term, the teacher shall obtain a numerical value for each criterion assessed, taking into account the importance of each assessment task.

The total criteria per subject will give a numerical value that will be converted to a grade on a scale from 1 to 7. Each of these numbers represents a quantitative and qualitative grade of the students' work.

In addition to the criteria indicated for each subject, fulfilling the vision and mission where the aim is to educate the student as an integral being, each subject assesses the effort, which covers emotional aspects such as attitude and communication.

9. ASSESSMENT CRITERIA FOR SECONDARY EDUCATION (DIPLOMA PROGRAMME AND CAREER-RELATED PROGRAMME)

Assessments in Secondary Education are based on the objectives and assessment criteria for each subject or study. Assessment activities per term are determined by each department and communicated to students at the beginning of the term.

The students' learning process during the school year is assessed through formative and summative assessments that are grouped into at least five (5) categories. In the third term, one of the assessment categories corresponds to end-of-year examinations for Grade 10 and to the mock examinations of the Diploma Programme for Grade 11 and corresponds to 35% of the final grade of the academic term.

At the end of each academic term, the school reports the students' level of performance in each subject through a quantitative report on a 1 to 7 scale, in addition to a qualitative report that includes an effort mark.

10. CLASSROOM ASSESSMENT - SECONDARY EDUCATION (DIPLOMA PROGRAMME AND CAREER-RELATED PROGRAMME)

For the first and second terms of Grade 10, each of the assessment categories may achieve a maximum value of 20% of the final grade of the term. For the third term, only the “Mocks” assessment category corresponds to 50% of the final grade of the term.

For the first and second terms of Grade 11, each of the assessment categories may have a maximum value of 20% of the final grade of the term. For the third term, only the “Mock examinations” assessment category has a value of 50% of the final grade of the term.

Due to the nature of the Theory of Knowledge and Extended Essay DP components, there are no formal examinations. For Theory of Knowledge, in both Grade 10 and Grade 11, only three categories will be assessed: Exhibition (30%), Essay (40%), and classwork (30%). For the Extended Essay, the criteria are assessed in accordance with the official rubrics of the Diploma Programme.

The core components of the CP will be graded for each term during year 1 and year 2, taking into account the planning, curriculum design and respective assessment criteria that have been established by the IB.

Likewise, in Physical Education two categories are assessed: Classwork (50%) and performance (50%). These categories are assessed during the development of the classes and taking into account that there are no formal assessments.

Classroom assessments refer to all the assessment activities that students must submit during the term. The strategies and tools designed and applied are defined based on the assessment components specific to each subject and can include: *presentations, oral activities, papers, essays, analysis of documents, written reports of fieldwork and research, reports of practical activities, projects, research, listening tests, work exhibitions, explorations, project portfolios, theatrical pieces, and formal examinations.*

The preparation for the Pruebas Saber Test in Grades 10 and 11 will be carried out through 1-day sessions established throughout the school year, guided by the respective teachers in the areas of Mathematics, Language, Natural Sciences and Citizenship Competences. In each of the terms there will be a mock test and the individual result will be recorded in ManageBac under the category of Classwork - Prueba Saber. This assessment category will be worth 15% for each of the terms.

For Grade 11, the final result of the Pruebas Saber Test presented by the students according to the official calendar established by the ICFES will be taken into account. This result will be part of the third term and will have a value of 15%.

The results obtained in the mock and final tests in Grade 11 will be recorded as follows:

- Critical Reading grades will be recorded in the Spanish subject (Language and Literature or Literature, either SL or HL).
- Natural Science grades will be recorded under Natural Science, taking into account whichever area the student is taking for either the Diploma Programme or the Career-related Programme.
- Social and Citizenship grades will be recorded under Ethics.

- As for the Grade 11 final test, the English result will be recorded under English (Language and Literature or Literature, either SL or HL).

As of the 2023-2024 school year, students in Grade 10 will take the Pre-Saber test on the official date established by the ICFES for the first semester of each calendar year. Sitting this test will be compulsory and the cost will be at the expense of each student.

For Grade 10, the result of the Pre Saber Test taken according to the official calendar established by the ICFES for the first semester of the calendar year will be taken into account. This result will be part of the third term evaluation and will represent 15%, linked to the same subjects that have been defined for Grade 11.

10.1 CORE GROUP SUBJECTS

The creation of core group subjects for each section is based on Law 115 of General Education and on the requirements of the International Baccalaureate programmes.

10.2 PRIMARY BASIC EDUCATION (PRIMARY YEARS PROGRAMME)

In the Primary section, specifically in Grade 4, the teaching of French as a third language begins.

CORE SUBJECT GROUPS	SUBJECT
Humanities, Spanish, and Foreign Languages	English
	Spanish
	French: Language acquisition (Grade 4 only)
Mathematics	Mathematics
Natural Science and Environmental Education	Natural Science
Social Sciences, History, Geography, Political Constitution and Democracy	Social Studies
	History, Culture and Coexistence
Information Technology	e-Learning
Religious Education	History of Religions
Ethical Education and Human Values	Socio-Emotional Learning
Physical Education, Recreation and Sports	Physical Education
	Rhythm
	Theatre
Artistic Education	Music
	Visual Arts

10.3 SECONDARY BASIC EDUCATION (MIDDLE YEARS PROGRAMME)

CORE SUBJECT GROUPS	SUBJECT
Humanities, Spanish, and Foreign Languages	English: Language and Literature
	Spanish: Language and Literature
	French: Language acquisition
Mathematics	Mathematics
	Natural Sciences
	Biology

Natural Science and Environmental Education	Physics
	Chemistry
Social Sciences, History, Geography, Political Constitution and Democracy	Global Humanities
	Regional Humanities
Information Technology	Design
Ethical Education and Human Values	Life skills
Physical Education, Recreation and Sports	Physical and Health Education
Artistic Education	Drama
	Music
	Film
	Arts
Personal Project	Personal Project (This subject is only for Grade 9)

10.4 SECONDARY EDUCATION (DIPLOMA PROGRAMME AND CAREER-RELATED PROGRAMME)

In addition to the core subject groups established by the Ministry of National Education, a subject group called Diploma Programme Core has been included. In Grade 10, the core is comprised of Theory of Knowledge (ToK) and Creativity, Activity, Service (CAS) while in Grade 11, it is comprised of Theory of Knowledge (ToK), Creativity, Activity, Service (CAS), and Extended Essay.

In addition, the Career-related Programme (CP) core has been included, consisting of 4 studies: Language Development, Service Learning, Reflection Project and Personal and Professional Skills.

CORE SUBJECT GROUPS DIPLOMA PROGRAMME	SUBJECT
Humanities, Spanish, and Foreign Languages	English: Language and Literature HL*
	English: Language and Literature SL**
	Spanish: Language and Literature HL
	Spanish: Language and Literature SL
	French: Language Acquisition HL
Mathematics	Mathematics: analysis and approaches HL
	Mathematics: analysis and approaches SL
	Mathematics: applications and interpretation HL
	Mathematics: applications and interpretation SL
Natural Science and Environmental Education	Biology HL
	Biology SL
	Chemistry HL
	Chemistry SL
	Physics HL
	Physics SL
	Environmental Systems and Societies HL
Social Sciences, History, Geography, Political Constitution and Democracy	History HL
	Geography HL
	Social and Cultural Anthropology HL
	Psychology HL
	Economics HL

Economic and Political Sciences and Philosophy	Business Management HL
	Global Politics HL
	Philosophy HL
Information Technology	Digital Society HL
	Design Technology HL
Ethical Education and Human Values	Ethics
Physical Education, Recreation and Sports	Physical Education
Artistic Education	Theatre SL
	Music SL
	Film SL
	Visual Arts SL
Diploma Programme Core (DP requirements)	Theory of Knowledge
	Creativity, Activity, Service
	Extended Essay
HL – Higher Level; SL – Standard Level	

CAREER-RELATED PROGRAMME	SUBJECT
Core Studies	Language development
	Personal and professional skills
	Reflective project
	Service Learning
Humanities, Spanish, and Foreign Languages (links with CP)	Language development
Ethical Education and Human Values (links with CP)	Reflective project
	Personal and professional skills
Information Technology (links with CP)	Prototype Design
Natural Science and Environmental Education (links with CP)	Health Coach
Social Sciences, History, Geography, Political Constitution and Democracy (links with CP)	Community Manager
Artistic Education (links with CP)	Cultural Management
Economic and Political Sciences and Philosophy (links with CP)	Entrepreneurship

11. GRADING SCALE

In accordance with the institution's Assessment Policy, the grading scale used and the equivalent to the one defined by the legislation in force is as follows:

GRADING SCALE		
DESCRIPTOR	INSTITUTIONAL NUMERICAL GRADE	PERFORMANCE
<p><u>Masters the skill</u> Student shows an adequate and adjusted mastery, at his/her best level of performance, in the development and acquisition of the proposed skills, competences, and knowledge objectives.</p>	7	OUTSTANDING
<p><u>Shows good progress</u> Student shows that effective progress is being made in the process of developing and acquiring the proposed skills, competencies, and knowledge objectives.</p>	6-5	HIGH
<p><u>Begins to develop the skill</u> Student has begun the process of development and acquisition of the proposed skills, competencies, and knowledge objectives. At this level, the student has reached the minimum level required to pass the subject or group subject that is being assessed. The student must analyse what aspects of the criterion are required to achieve a higher performance and must design strategies to achieve this with the support of the school.</p>	4	BASIC
<p><u>Needs academic reinforcement activities with the Academic Support Department</u> Student requires academic reinforcement activities, dedication, and hard work to advance in the process of development and acquisition of the proposed skills, competencies, and knowledge objectives. Depending on the numerical grade, the student will require more or less dedication to educational work in order to reach the level to pass, according to his/her skills and performances.</p>	1-3	LOW

11.1 ACADEMIC PROGRESS REPORT

From Grade 1 up to Grade 11, parents of new students and students with either low academic performance or who failed one or more subjects the previous year receive a mid-year academic performance report, so they are informed and can monitor the performance and the improvement actions proposed by the teacher.

Additionally, from Pre-Jardin up to Grade 11 meetings are held with parents. In follow-up cases, meetings are held at least once every three months, in addition to the special Open Day meeting to have more time to talk about the case, present advances, opportunities, strategies and processes of differentiation and adaptation. These meetings are held with those teachers and support professionals from the Learning Support Department involved in the specific case as well as with the external support professionals.

11.2 ASSESSMENT REPORTS

At the end of each term, parents will receive an electronic report consisting of quantitative and qualitative parts with comments and an effort mark in Secondary. The qualitative report contains and highlights an IB profile comment, the values, habits, attitudes, academic performance, and suggestions for students to improve their results in each subject.

Characteristics of the assessment reports

The characteristics of the assessment reports are as follows:

- Two periodic reports and one final report. In Pre-Jardin up to Grade 4, parents receive reports at the end of each trimester and feedback on an ongoing basis, if required.
- In addition to the identification of the student, the reports shall include the grade obtained in each of the subjects studied, following the institution's grading scale, with its corresponding equivalent to the National grading scale.
- Reports also include comments illustrating the reasons for the student's grades, regardless of whether the student is passing or failing.
- Students' self-assessment. In Pre-Jardin, Jardin and Transition, self-assessment is designed specifically for each unit of inquiry and is carried out continuously during the development of the units, the socialisation of tasks, among others.

11.3 EFFORT DESCRIPTORS

In addition to the above-mentioned, the reports in Secondary also include an effort descriptor that shows the students' commitment to their academic responsibilities. The following are the effort descriptors that accompany the assessment reports:

A. **Excellent effort:** The student is making the most of his/her talent.

- He/she always participates actively in planned activities.
- He/she always turns in complete tasks.
- He/she always meets deadlines.
- He/she always arrives promptly to class.
- He/she always reflects the attributes of the learner profile and shows the approaches to learning.
- He/she always inspires and helps other students to achieve their highest level of performance.

B. **Good effort:** Most of the time, the student makes the most of his/her talent.

- Most of the time, participates satisfactorily in planned activities.
- Most of the time, he/she turns in complete tasks.
- Most of the time, he/she meets deadlines.
- Most of the time, he/she arrives promptly to class.

- Most of the time, he/she reflects the attributes of the learner profile and shows the approaches to learning.

C. Basic effort: Sometimes, the student makes the most of his/her talent.

- Sometimes, he/she participates in planned activities.
- Sometimes, he/she turns in complete tasks.
- Sometimes, he/she meets deadlines.
- Sometimes, he/she arrives promptly to class.
- Sometimes, he/she reflects the attributes of the learner profile and shows the approaches to learning.

D. Low effort: The student needs support and intervention to make the most of his/her talent.

- He/she almost never participates in planned activities.
- He/she almost never turns in complete tasks.
- He/she almost never meets deadlines.
- He/she almost never arrives promptly to class.
- He/she almost never reflects the attributes of the learner profile and shows the approaches to learning

12. INSTANCES FOR THE SOLUTION OF PARENTS OR STUDENTS' COMPLAINTS IN REGARD TO ASSESSMENT AND GRADE PROMOTION

In the event of a disagreement in an academic situation, the student or his/her parents may request a review of the academic results, in writing within three (3) working days following the delivery of the results either at the mid-term report or at the end of the term, following the regular procedure and with a copy to the IB Programme Coordination.

In all academic situations in which controversies, differences, disagreements or conflicts may arise, the principles and criteria defined and established in the Institution's Community Handbook will always be observed, to ensure due process and protect the rights of the students.

Depending on the complexity of the situation that has arisen, the second and third instance leaders will be able to skip one or more of the steps mentioned above.

In the event of disputes, disagreements, or complaints by students or parents in regard to the assessment or grade promotion the procedure described below should be followed:

First instance:

1. Those involved (student, teacher and/or parents) discuss the situation in order to seek solutions.
2. The Department Leader of the section to which the student belongs intervenes.

3. The IB Programme Coordinator of the section to which the student belongs intervenes.
4. The Director of Section intervenes.

Second instance:

1. The Assessment and Promotion Commission intervenes.
2. The Academic Council intervenes.
3. The Head of School and Rector intervenes.

These interventions are preclusive, i.e. once one intervention has been concluded, the next one can follow.

Final instance:

1. Intervention of the Directive Council

The final instance is the **last instance** of the procedure established by the school. It is the instance where appeals are presented and, consequently, upheld or reversed and amended.

13. ACTIONS TO IMPROVE STUDENT PERFORMANCE

While carrying out the assessment processes and identifying the difficulties that a student is having in their performance, in the achievement of objectives, and/or in the development or acquisition of skills and competences, the institution shall implement one or more of the following strategies.

13.1 THE JOB OF THE ACADEMIC SUPPORT DEPARTMENT IN THE LEARNING SUPPORT DEPARTMENT²:

The institution has a group of professionals specialised in different areas of knowledge and in the support of learning processes. They have the skills and competences to help students who are experiencing academic difficulties in a specific subject, who have different rhythms and learning styles, and students who show variability in their learning, belong to the inclusion programme or who present diverse talents so that they can reach their best level of academic performance and be successful in the academic and formative processes proposed for the grade they are studying.

Students who show difficulties in achieving the objectives of the grade level they are in or in acquiring the skills and competences defined for that specific grade level or in the IB programme, will be referred to the Academic Support Department (Secondary students) or Learning support Department (Early Years and Primary students) to receive the required support under the Inclusion Policy. Such referral shall include a brief description of the specific difficulties or needs that the student may show or have and will continue that way until he/she reaches the ideal level in accordance with the established procedure. This strategy applies to students up to Grade 7.

² Further information can be found in the Inclusion Policy

13.2 ACADEMIC REINFORCEMENT ACTIVITIES

Academic reinforcement activities are learning experiences designed for students with Low performance in a subject after the second half or at the end of an academic year. When ending the activities, they must be recorded in ManageBac as evidence of the support the students have received and will also have a grade added to this platform so that the final grade for the term will include the grade for the reinforcement activity in question. Teachers of each section design these activities to allow students to review/reinforce the learning, skills, and competencies of each subject with difficulties.

Academic reinforcement activities at the end of each academic period are of strict compliance and must be registered in ManageBac.

In Secondary Basic Education (MYP) and Secondary Education (DP/CP), if at the end of the last academic term student's performance in a specific subject is Low, he/she shall sit a remedial written test completion once he/she has completed the academic reinforcement activities. If the student gets a grade in the written test that corresponds to Basic performance, then he/she will pass the subject.

In the case of Grade 10 and Grade 11 students, once the written make-up test(s) have been submitted, the grading of these tests will not take into account the standard related to the criteria or grading bands of each subject; teachers will use the Final Grade Descriptors that are established by the International Baccalaureate Organisation according to the respective subject groups. The document can be found at the following link: [Final Grade Descriptors](#).

Within the students' educational process, the school recognises and values the importance of homework, which contribute to create and establish habits of study, time management, notes organisation, application of concepts, among other advantages. Homework are additional activities that students do at home as a complement and to delve into the topic developed in the classroom. These activities are precise and specific.

13.3 PLAN PADRINO

The *Plan Padrino* is an improvement strategy for Secondary students. The main purpose of the *Plan Padrino* is to strengthen students' self-management, socio-emotional, and critical reflection skills to maximise the academic and personal potential of each of our students.

The *Plan Padrino* is for students with Low academic performance and who are at risk of grade retention. The *Plan Padrino* can be assigned to a student in any academic term of the year. Students will receive this support from Year Leaders, Mentors, School Counsellors, IB Coordinators, and/or Directors of Section.

14. EARLY PROMOTION TO THE NEXT GRADE LEVEL

During the first term of the school year, the Academic Council, with previous consent from the parents, shall recommend to the institution's Directive Council the early promotion to the next grade level of the student with an Outstanding performance in cognitive, personal, and social development, within the framework of the objectives, performances, skills, and competences of the grade level he/she is currently

studying. The decision will be recorded in the minutes of the Academic Council and, if there is a positive answer, it will also be recorded in the school records.

This early promotion takes place from the first grade of Primary onwards, since in Pre-Jardin, Jardin and Transition everything that is experienced and lived is not only focused on the protection of the child's neurodevelopment and thus the healthy growth of his/her personality, but from this sociobiological perspective, it acts as an environment that structures the basic learning devices and nurtures the needs of the children, in accordance with their particularities, characteristics and interests.

All our programmes, strategies and learning experiences are carefully planned and implemented to cover all the aspects mentioned above.

14.1 CONDITIONS

The following are the conditions for a student to be considered by the Academic Council as a possible candidate for early promotion to the next grade level:

1. The student shows a broad and sufficient achievement of the formative goals in the social and socio-affective aspects for the grade level in which he/she is enrolled.
2. At the end of the first academic period, the student obtains a grade equivalent to an Outstanding performance in 90% of the subjects of the curriculum of the grade level in which he/she is enrolled.
3. The case is considered at the request of the Academic Council, the parents, or the student him/herself.
4. The student has not signed any academic or coexistence commitments, or documents of any other nature that condition his/her place in the institution.

14.2 CRITERIA

The Assessment and Promotion Commissions may propose the early promotion to the next grade of a student, following the recommendations of the Academic Council, in the event that the student constantly exceeds the achievements, objectives, and goals defined for a grade level, and following the process and criteria below:

CRITERIA	RULES
Performance in the previous year	The student with High performance in the previous grade level. The student had no early promotion in the previous year.
Current grade level performance	The student with High performance in the current grade level.
Will	The student and his/her family accept the early promotion to the next grade level.

If these conditions are met, the student may be considered for early promotion to the next grade level, with prior permission from the parents and from the student him/herself. Similarly, if the student failed

to pass to the next grade level in the prior academic year, he/she may be considered for this benefit, if complying with the conditions mentioned in paragraphs 1 to 4 of point 14.1.

15. ASSESSMENT AND PROMOTION COMMISSIONS

The Assessment and Promotion Commission is a body attached to the Academic Council of the institution that is responsible for reviewing the student's process of assessment and performance and for proposing improvement strategies for each academic term, defined as part of the planning for the school year.

The Assessment and Promotion Committee is composed of the Director of Section, the Section Coordinator, the Year Leader, the academic and socio-emotional support professionals, the IB Coordinator and the parent representative of the level. As required, some of the teachers may also participate.

The Assessment and Promotion Commissions shall be convened and chaired by the Director of Section to which the grade level belongs, in order to analyse the results of the assessment process for each and every student as well as their promotion to the next grade level.

The Assessment and Promotion Commissions will analyse the situation of students who require attention for their exceptionally high performance in order to recommend them to the Academic Council for an early promotion to the next grade level. Additionally, the commissions will analyse the situation of those students who show difficulties in the academic, socio-affective, and coexistence aspects. The Commissions decides whether a student continues studying in the school as well as on the support activities needed when a student shows difficulties in achieving the objectives and goals established by the IB programmes and the school.

16. PROMOTION TO THE NEXT GRADE LEVEL

In accordance with Decree 1290 of 2015, educational institutions have the autonomy to determine their assessment and grade promotion system; they must favour the promotion to the next grade level of all their students, at all times, in each and every activity and educational procedure and action that is planned, implemented, and assessed. The Colegio de Inglaterra – The English School states that its students shall be promoted to the next grade level based on the above-mentioned subject groups, which include one or more subjects.

The Assessment and Promotion Commission of each grade level will analyse and assess the performance of students with Low performance and of the special cases. During this process, students in adverse physical and psychological health circumstances, emotional situations of personal or family nature, and students who show variability in their learning, who belong to the inclusion programme or who are gifted and talented.

Once the Assessment and Promotion Committee has analysed the particular case of a student, provided that the student submits the corresponding remedial activities and exams within the deadline determined by the Commission, any determination of the Assessment and Promotion Commission on the particular case shall be recorded in the official minutes listing the remedial activities and exams related by the student within the deadline determined by the Commission.

16.1 CONDITIONS TO PASS SUBJECTS AND SUBJECT GROUPS

In Primary Basic Education (PYP), Secondary Basic Education (MYP), and Secondary Education (DP, CP), students' performance in each subject is given a grade following a one (1) to seven (7) numerical grading scale, being one (1) the lowest grade and seven (7) the highest.

1. In a term, a student passes a subject if he/she gets a grade four (4) on the numerical grading scale corresponding to Basic performance.
2. At the end of the academic year, students pass a subject if a minimum of twelve (12) points is obtained at the end of the three academic terms.
3. A student passes a subject group if he/she passes all the subject of said group. In other words, failing one of the subjects of that subject group, means the student fails the subject group.

16.2 FAILURE TO TURN IN AND/OR SUBMIT TASKS FOR ASSESSMENT IN SECONDARY

If a student does not turn in an assignment for formative or summative assessment, he/she will receive a temporary N/A “grade”. If the student shows a valid written excuse, signed by the parents and reviewed/validated by the Year Leader and the IB Coordinator, the student will have three days to talk to the teacher and arrange a new deadline to complete and turn in the assignment or present the pending examination. Once the assignment is assessed, the student will receive the corresponding grade. If the student does not meet the deadline, the grade will be a zero (0). If the student receives a zero (0), it is imperative that the teacher writes a comment in the system, justifying why the student received said grade.

16.3 CONDITIONS FOR GRADE RETENTION

Grade retention may happen in any of the following situations:

1. When the student has unjustifiably failed to attend the activities scheduled in the curriculum for a given grade level, for periods that, cumulatively, exceed fifteen percent (15%) of the total time scheduled for a school year, which translates into 6 weeks (out of a total of 40), approximately half term.
2. If and when at the end of the school year, the student's performance is Low in three or more subject groups, including the Personal Project as a mandatory subject group in Grade 9.
3. If and when the student's final grade in Mathematics, Spanish, or English in two consecutive grade levels corresponds to Low performance after taking the Academic Reinforcement Activities.
4. If and when at the end of the school year, a student with Low performance in two subjects of two different subject groups continues with the same level of performance even after carrying out the academic reinforcement activities and presenting the corresponding examination that tests everything specified in the curriculum.
5. If and when a Grade 11 student's performance is Low in any of the cases referred to in paragraphs 2, 3 and 4 and does not achieve the performance required for that specific grade

level. If, however, the student passes these subjects in the examinations of the Diploma Programme or Career Programme and is awarded the IB diploma, he/she passes Grade 11 and therefore, can graduate from school.

6. If and when a Grade 9 student's performance is Low in any of the cases referred to in paragraphs 2, 3 and 4 and does not achieve the performance required for that specific grade level. If, however, the student passes these subjects in the e-Assessments and earns the MYP certificate, the student may be promoted to the next grade level and pass the failed subject groups. As for French, if the student fails the subject but earns the DELF certificate, the student automatically passes this subject.
7. The e-Assessments and academic performance during the year are decisive in determine the approval of the list of subjects of the diploma and the chosen level of difficulty; in the event that the performance of a Grade 9 student is Low, that is to say getting a grade below 4 in the e-Assessments, the MYP and DP/CP Coordinators will consider with the student and their legal representatives, the possibility of studying the subject at Standard Level rather than at Higher Level.
8. The Assessments and Promotion Commissions must propose additional academic reinforcement activities when a student's performance in a subject is Low.
9. In Pre-Jardin, Jardin and Transition, promotion to the next level happens automatically within the grade levels of this section. In the event that a student does not comply with the minimum learning goals of the grade level, the Early Years Coordinator, in agreement with the parents, shall make the decision that best suits the student in pursuit of his/her full and adequate human and cognitive development. Parents must submit in writing the request for the student to stay in the same grade level and attach the recommendations of the external support professionals if applicable. The school, through the Head of School and Rector, will formally respond to the request of the family, including the explicit recommendations and conditions for this decision. If a Transition student is not achieving the indicators for any subject throughout the school year, and whose parents do not agree that he/she should remain in the same grade level next school year, a letter of academic commitment will be given for him/her to attend Grade 1.

16.4 CONDITIONS FOR A GRADE 11 STUDENT TO GRADUATE AND EARN A DIPLOMA.

For a student to be awarded a diploma (*Bachiller*) during the graduation ceremony at the end of his/her his studies in this school, he/she must meet the following conditions:

1. To comply with all the academic requirements of his/her school process.
2. To carry out the community service defined by the institution. For the school this means to fulfil and pass the core components of the Diploma Programme (Creativity, Activity and Service -CAS- or of the Career-related Programme (Service Learning).
3. To sit all internal and external exams of the Diploma Programme and Career-related Programme.

4. To carry out the activities and pass the core components of the Diploma Programme: Extended Essay and Theory of Knowledge, or those of the Career-related Programme (Language Development, Service Learning, Reflective Project and Personal and Professional Skills).
5. To be in good standing with the school.
6. All Grade 10 and Grade 11 students, Colombian or foreign, must participate in and take the learning activities related to the Pruebas Saber 11 tests, as well as the mock tests determined by the institution.
7. Colombian or foreign students, who wish to study at a university in Colombia, must take the Pruebas Saber 11 test on the date established for the school and in accordance with the requirements of the Colombian authorities.

16.5 CONDITIONS FOR WHEN A STUDENT RETURNS FROM AN EXCHANGE PROGRAMME OR WHEN A NEW STUDENT HAS BEEN ADMITTED TO THE SCHOOL

When a student has been in an exchange programme for one semester of the school year or is a new student who has been admitted during the school year, the Academic Secretary must send a copy of the academic transcript of the school of origin to the corresponding Section Coordinator, Year Leader, the IB Programme Coordinator and to the person responsible for the school's academic system, in order for these grades to be entered into the system.

When a student does not have the opportunity to take the same subject in their school of origin that is offered here, the highest grade from the trimesters that they do complete here will be duplicated for the missing trimester.

17. ACADEMIC CAUSES FOR THE WITHDRAWAL OF A STUDENT

A student may lose his/her status for academic reasons when he/she fails a school year, has repeated a grade level in the same section, and has failed another school year yet again (Between Grade 1 and 4 and between Grades 5 and 11).

18. VALIDATION

Validation is defined as the procedure where the school recognises and approves that a student who is missing grades or has not yet passed a grade level can get recognition and pass that grade level if he/she demonstrates the achievement of knowledge, skills, and competences in each of the compulsory and fundamental subject groups of the curriculum for a specific grade level in order to standardise and regularise his/her academic record in the institution.

The Colegio de Inglaterra – The English School, meeting the requirements requested by the Ministry of Education such as to function legally under the provisions in force and to be above the average performance established by the *Secretaría de Educación de Bogotá* in the *SABER* tests and to be in the “*Muy Superior*” category in the State Examination, offers the possibility of validating one or more grade levels, through assessments or academic activities that the Academic Council may arrange for this purpose.

In accordance with the legal regulations in force, validations seek to provide solutions for students in academic situations such as the following:

1. To have completed one or more grade levels without the corresponding registration in the report books.
2. To have completed or to be studying a grade level due to administrative error without having passed the previous school year.
3. To have studied in an educational establishment which has disappeared and whose files have been lost.
4. To have studied in an educational institution sanctioned by the *Secretaría de Educación* for not complying with the legal requirements of functioning.
5. To have studied one or more grade levels in another country and that the certificates of study are not duly legalised in Colombia.
6. To have not completed one or more grade levels of Primary and Secondary Basic Education or Secondary Education (*educación básica y media*), except the grade level that ends with graduation.

At the end of each school year, the Head of School and Rector shall report to the *Secretaría de Educación de Bogotá* the validations carried out during that period. The School Register managed by the institution shall support the report and certificates issued.

Those who wish to continue their studies in Primary and Secondary Basic Education or Secondary Education or to pursue higher education programmes abroad and must submit the corresponding academic transcripts of the grade levels studied or validated in Colombia with grades expressed in numerical or alphabetical scales as required by the educational legislation of the receiving country, may request the school to issue the corresponding academic transcripts that will show the equivalent of the grading scale defined in the current Community Handbook as well as the minimum grade to pass.

19. AWARDS

The school considers that learning incentives are a fundamental part of the pedagogical process. That said, awards and scholarships are established and can be found in the Students' Scholarships and Awards Policy (POL-003-S).

19.1 PRE-JARDIN UP TO GRADE 4

At the end of each term in the PYP section, students of Pre-Jardin up to Grade 4 who reflect in their daily lives some of the attributes of the learner profile will receive a special award. In Pre-Jardin, Jardin and Transition, students receive recognition during the flag raising ceremony for their academic performance in Spanish and for standing out as excellent dignity and mutual respect examples. At the end of the school year, all students receive a certificate for standing out in their integral development.

At the end of the third term, students receive a certificate for excellent academic performance and for standing out in effort and exemplary behaviour.

19.2 GRADES 5 TO 11

In each term, the student may receive one of two possible incentives: a certificate of merit or a certificate of distinction. The first requirement to be given one of these awards is that the student must obtain a minimum grade of 4 in all subjects and has not shown any coexistence issues. As a second requirement, the total grades of all subjects must be in accordance with the following boundaries:

MERIT	DISTINCTION	NUMBER OF SUBJECTS
54 to 58	59 to 70	10 subjects
59 to 64	65 to 77	11 subjects
65 to 70	71 to 84	12 subjects
70 to 76	77 to 91	13 subjects
76 to 82	83 to 98	14 subjects

20. EMERGENCY DECLARATIONS

Student Learning and Performance Assessment Policy will apply when the educational process occurs on-site in the school premises. In the event of an emergency being declared, the Assessment Policy established in the Distance Learning Plan shall be implemented.

21. VERSION CONTROL

VERSION	DATE			CHANGE TRACEABILITY
06	17	05	2019	<ul style="list-style-type: none"> • <i>Materia</i> was changed for the word <i>asignatura</i> in Numeral 1.4 in the Spanish version. • The <i>Plan Padrino</i> was included. • Number 9.1.2 was included explaining the procedure for non-compliance and/or submission of assignments in Secondary. • e-Assessment was included.
07	23	05	2019	<ul style="list-style-type: none"> • Personal Project was included as a mandatory subject group. • A student passes Grade 9 by passing the e-Assessments. • Conditions were included for when a student returns from an exchange programme or is a new student admitted to the school.
08	23	05	2020	<ul style="list-style-type: none"> • The Effort scale for Middle School was modified.
09	24	06	2021	<ul style="list-style-type: none"> • It was clarified that, in an appeal process on assessment issues, interventions are preclusive. Requests for assessment reviews should be made in a timely manner. • It was clarified that grade retention may happen if and when a student fails certain subjects for two consecutive years after taking the Academic Reinforcement Activities. • For those students who will not be studying in the country, the sitting of the Prueba Saber 11 tests has been eliminated as a requirement to attend the graduation ceremony.
10	18	07	2022	<ul style="list-style-type: none"> • The description of assessment in the PYP and E-Assessments in the MYP is updated • The table of subjects in the DP is updated.

				<ul style="list-style-type: none"> • Percentage weighting of final exams for DP is modified. • Responsibilities are adjusted according to the new academic structure of the academic area. • EFQM certification information is removed.
11	14	08	2023	<ul style="list-style-type: none"> • Subject names are updated. • Information from the IB Career-related Programme (CP) is added. • The assessment of the Pruebas Saber activities for Grade 10 and 11 is added.

22. REVISION AND APPROVAL

This policy is reviewed annually (in May) by members of the Academic Council. It is then, approved by the Directive Council and, subsequently, shared with students, teachers and parents.

This policy was developed by the Academic Council and approved by the Directive Council on 14th August 2023, in accordance with minutes No. 194.



Adam Bennett
Head of School and Rector

23. REFERENCES

- <https://www.acer.org/au/isa/isa-program/assessments>
- <https://alianzafrancesa.org.co/bogota/cursos-y-examenes/delf-dalf-publico/>
- <https://www.cois.org/about-cis/cis-icons/accredited-school>
- <https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-es.pdf>
- <https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>
- <https://ibo.org/programmes/primary-years-programme/curriculum/the-learner/>
- [International Baccalaureate Organization. Primary Years Programme: Learning and teaching. 2018.](#)