

EVALUATION POLICY

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1. INTRODUCTION

El Altillo International School recognizes that teaching, learning and assessment are interdependent. Learning outcomes, which include knowledge and understanding of a subject, as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/task/course, and these should be the focus around which the entire course is developed.

At El Altillo International School we believe and expect that all students have the ability to achieve high academic standards. Management, coordinators and teachers are committed to providing students with the expert training and instruction that is needed for them to learn something in each of their classes. Working together we can offer all students a complete education that is internationally recognized.

This document outlines the policies employed around the assessment of learning in the Diploma program. Therefore, our assessment policy serves as a guide for our students, families and staff alike. In this document we provide complete information on the how, when and why of assessment in our Diploma Program.

2. EVALUATION AT ALTILLO INTERNATIONAL SCHOOL

The evaluation of teaching processes in any curriculum should:

1. take into account a variety of learning styles.
2. Differentiate to take into account the diverse backgrounds of students.
3. Provide a wide variety of assessment opportunities, be relevant, and motivate students.
4. Refer to the assessment criteria published in the guidelines in accordance with the learning objectives set by the IB.
5. Measure what students learn.
6. Be both formative (to assist students in understanding the construction of skills and knowledge) and summative (to assess the understanding of skills and knowledge acquired by students).
7. Be continuous and reflective.
8. Allow students to evaluate their progress and set goals for improvement.
9. It will be reviewed internally, both at departmental and course level, and between the Secondary and Baccalaureate coordinations, to ensure consistency.
10. Be oriented towards the assessment of a broad range of concepts, attitudes, knowledge and skills appropriate for a global, interconnected and increasingly complex world.

3. GENERAL AND SPECIFIC ASSESSMENT EXPECTATIONS

Assessment in its various forms is a critical component of education. Assessment provides students with opportunities to determine the extent to which they have acquired knowledge and skills and to reflect on their progress, allowing for self-assessment of their strengths and areas for improvement in each subject. Assessment also provides teachers with the ability to determine the degree to which students have achieved the learning of content and competencies and revise their curricula or syllabi to meet students' needs and reflect on their own knowledge and skills, thus strengthening our professional practice. Because of the fundamental role of assessment - whether formative, summative, internal or external - certain expectations are assumed by those who are committed to the IB Diploma Program. Expectations of El Altillo International School in the International Baccalaureate Diploma.

a) Students of the program:

According to the IB learning community profile: "The aim of the IB programs is to develop internationally minded individuals who help create a better and more peaceful world". In this sense El Altillo International students strive to:

- Develop their natural curiosity through research and critical thinking.
- Acquire in-depth knowledge that explores connections between different areas of knowledge.
- Apply critical thinking skills to a wide range of topics through reasoned and ethical decisions.
- Communicate ideas and information through collaboration with others and presentation of work in public.
- Act with integrity, honesty, and respect through acceptance of responsibility for one's actions.
- Broaden understanding and appreciation of diverse perspectives, cultures, and religions.
- Demonstrate a personal commitment to making a positive impact locally, nationally, and globally.
- Value independence through the pursuit of new ideas and experiences.
- Help achieve personal well-being through the pursuit of physical, mental and emotional balance.
- Reflect on one's own educational experiences and progress by recognizing strengths and areas for improvement to support one's educational and personal growth.

b) The Program's faculty:

While students are at the center of the educational experience, El Altillo International School teachers engage students in the teaching-learning process according to the principles and practices established by the IB.

As members of our learning community, the staff of El Altillo International School must strive to:

- Be a model of inquiry and independent thinking skills through lifelong learning.
- Demonstrate a deep knowledge of content and skills that are developed through multiple connections between areas of knowledge within the school, local, national and global communities.
- Apply critical and creative thinking skills to curriculum development and content teaching in a reasoned manner and with consideration for ethical implications.
- Communicate ideas and information to students, families, and colleagues while collaborating with all members of our learning community to enhance the educational experience for students.
- Demonstrate integrity, honesty, and respect by accepting responsibility for teaching as well as the educational philosophy of the IB program.
- Incorporate understanding and appreciation of many and varied points of view, cultures, traditional and historical.
- Demonstrate integrity, honesty, and respect in accepting responsibility for teaching, as well as the educational philosophy of the IB program.
- Incorporate understanding and appreciation of many and varied points of view, cultures, traditional and historical.
- Show empathy and respect for students, families, colleagues, and community members while making a positive impact on our local, national, and global communities.
- Assist personal wellness through the pursuit of physical, mental, and emotional balance.
- Reflect on our own professional practice and engage in professional development to meet the needs of our students.

4. BACCALAUREATE EVALUATION INSTRUMENTS

- Control/feedback evaluations during classes.
- Group evaluations
- Project skills assessments

- Final unit evaluations
- Final evaluation of evaluation
- Partial mid-term evaluation
- Final course evaluation
- Practical exams
- Oral exams
- Debates
- Essays and critical reflections
- Drafts of research projects
- External Exams
- Mock Examinations for the Entrance Exams
- IB Mock Exams

5. EVALUATION IN THE BACCALAUREATE

At El Altillo International School we carry out a quarterly evaluation in all courses. In most cases it coincides with the students' vacation periods, with the exception of the students in the last year, who advance the evaluations by one month at the end of their academic year in May instead of June like the rest of the students.

The evaluation dates for the 1st year of Bachillerato:

I EVALUATION

- From September 8 to December 23
- December 22nd II ASSESSMENT
- From January 11 to March 26
- Delivery of Report Cards March 25

III EVALUATION

- From April 5 to June 11 FINAL EVALUATION
- From June 14 to June 22
- Handing in of Report Cards June 25

Evaluation dates of the 2nd year of Bachillerato:

I EVALUATION

- From September 8th to November 20th
- Delivery of Report Cards November 20 II EVALUATION
- From November 23rd to February 12th
- Delivery of Report Cards February 12

III EVALUATION

- From February 15 to May 21 FINAL EVALUATION
- Selectividad type exams from May 24 to May 28
- Delivery of final report cards June 1

Students who exclusively take the National Baccalaureate LOMCE, take internal evaluations during the two years. By means of written partial and final evaluation exams and the evaluation instruments explained above, students achieve a quarterly grade and the average of their grade of the three evaluations will be their final grade of the course. In the language subjects (English and French) there will be a continuous evaluation, being the final grade the one obtained at the end of the course. After each evaluation there will be a period of recoveries and grade increases. Students will have the possibility of raising their average grade by taking exams to raise their grade per evaluation. At the end of the course (end of May) there will be global exams of the whole course that will be used to recover pending evaluations in the case of students who have failed them and to raise their grades in the case of students who have passed the course.

In the 2nd year of Bachillerato, the evaluation is focused on the preparation for the Pevau (Pruebas de Acceso a la Universidad) which will be held in June.

To obtain the title of Bachillerato, the student must pass the Bachillerato and the compulsory phase of the Entrance Exams. Their access grade will consist of 60% of the Baccalaureate grade and 40% of the compulsory phase. In order to obtain a higher grade, students must take the Specific Phase of the Pevau, which will allow them to obtain up to a grade of 14 points, which will be their university entrance grade.

Throughout the entire evaluation period, communication with parents takes place through the iSams platform. In it, parents can consult their children's midterm and final exam grades, as well as the report cards given at the end of each evaluation with the grades of each subject, which will have a score from 1 to 10.

The tutor communicates with all parents halfway through the evaluation to provide a forecast of the results of their students based on the work done and the results obtained in the exams, and again at the end of the evaluation to discuss the final results.

Requirements for promotion

In Bachillerato, promotion to the second year is governed by the following rules:

- Students will be promoted to the second year when they have passed all the subjects taken or have a negative evaluation in no more than two subjects.

- Those who are promoted to the second year without having passed all the subjects must register for the subjects pending from the previous year.

- In order to obtain the Baccalaureate degree, a positive evaluation in all the subjects of the two courses of the baccalaureate will be necessary.

6. ASSESSMENT IN THE BI DIPLOMA: FROM PRINCIPLES TO PRACTICE

According to the Diploma document "From principles to practice" the evaluation in the Diploma must be based on the following principles:

1. Assessment in the Diploma should be underpinned by the curricular and philosophical objectives of the program, through the encouragement of good classroom practice and appropriate learning.

2. Student results should conform to the objectivity of the teacher and seek to standardize assessment processes in each subject.

3. Assessment should reflect the international mindset of the program whenever possible, avoiding cultural bias, and leaving room for students to study a second language.

4. Assessment in the Diploma program should pay due attention to higher order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as more fundamental cognitive skills (knowledge, understanding and application).

a) Formative evaluation

The objective of this type of assessment is to give continuous feedback in the form of written or oral communication on a regular basis. It helps to identify what learners already know and are able to do. It encourages learning through frequent and regular feedback on the results obtained, which helps learners to feel stimulated to continue learning, to reflect and to be able to self-assess. One of the main examples of this is a plenary or discussion at the end or throughout a lesson.

b) Summative assessment

The purpose of this type of assessment is to evaluate the amount of learning and understanding that has been achieved at the end of a topic/unit/assessment period/school year. It provides a clear picture of students' levels of understanding. It usually takes the form of one or more written examinations, although in certain units, topics and depending on the subject it may take other forms or models.

c) Internal assessment

Internal evaluations are the work of the students who are evaluated by their teacher on the specific contents of the subjects. The teacher's marking may be moderated by external examiners to standardize the correct use of IB assessment criteria in that subject. Examples of internal assessments may include oral examinations in Group 1, Language A (Spanish) and Group 2 Language B (English), projects in Group 5, Mathematics, presentations in Theory of Knowledge and practical laboratory work in Group 4, Science, and much more.

Internal assessments often allow students greater flexibility in demonstrating and showcasing their knowledge and skills, as well as the opportunity to work independently with time and outside the constraints of the exam environment.

d) External Evaluation

As with internal evaluations, external evaluations are evaluated according to established criteria. External assessments are not assessed by the subject teacher, but are assessed externally by IB examiners. Examples of external assessments typically include: Literature essays for Group 1, Language A (Spanish). The Monograph, essays in Theory of Knowledge. External assessments are very focused on the quality of a written product.

e) May exams

The final category of summative assessment in the IB Diploma Programme is the May examinations which are held each year. The examinations occur under strictly controlled conditions and over a two-day period for each subject (in the afternoon and the following morning). The exams consist of a variety of assessment tasks, including short answer, essay, data analysis, open-ended, problem solving, case study, text commentary and multiple response exams. Exams are mailed within 24 hours after the exam to external examiners around the world or to the IB regional office.

The grades obtained in the internal and external evaluations are taken into account to calculate and obtain the final grade of the course.

All teachers in the Diploma Program at El Altillo International receive internal and external training and education on general aspects of the diploma and specific aspects of their subjects and levels. Through this training, teachers are educated about their areas of knowledge, (how to use the criteria for teaching and evaluation and how to develop strategies for designing evaluation based on criteria that are accessible and understandable to students in the program).

In circumstances where several teachers teach the same subject, they collaborate regularly to ensure that the use of evaluation criteria is consistent.

7. BI GRADING SYSTEM AND DIPLOMA REQUIREMENTS

Students taking the Diploma Program are also taking the National Baccalaureate, so all aspects of the LOMCE system of evaluation apply to them.

The grade or predicted grade is the teacher's prediction of the grade expected to be achieved by the candidate in each subject, based on all evidence of the candidate's work. The predicted grade may be used:

- By the IBO in assessment meetings when considering the grade distribution of a subject and the performance of individual candidates.
- By the IBO as a basis for review of student work, if the grade awarded varies significantly from the predicted grade.
- By El Altillo International School as an assessment tool for evaluating the teacher's understanding of the requirements and assessment criteria of his or her subject.
- Universities as an assessment tool to determine the suitability of a candidate.

Teachers are required to submit expected grades to the IB Diploma Program Coordinator in a timely manner. Dates for submission of these documents are reviewed with faculty at the beginning of the academic year.

IB Grading Scale:

- 7 Excellent Performance
- 6 Very Good Performance
- 5 Good Performance
- 4 Satisfactory Performance.
- 3 Mediocre Performance
- 2 Low Performance
- 1 Very low performance

Recording Grading and Reporting of Student Evaluation Reports

Students and their families receive 3 grade reports in the first year of PD and 2 in the second year, one per quarter. In these reports teachers reflect the progress of students in the Diploma subjects based on an estimated grade from 1 to 7 in addition to the assessment of basic competencies reflecting the achievement of the specific academic expectations of each subject and the evolution of the student with respect to their skills in the learning approaches.

For the estimation of the grade in these reports, the drafts of the internal and external evaluations (written work) and the tests with exercises in the style of the Diploma Program exams to be taken in each evaluation are used. The

students know from the first year what is the delivery schedule of the internal evaluation and the grades take into account the fulfillment of the deadlines. Families will be informed in case of non-compliance with the deadlines.

As for the core components, they will be evaluated as follows:

- The Monograph: the quarterly IB report card includes a commentary on the student's development and involvement in the Monograph. It is done based on the schedule established by the Monograph coordinator and on the student's compliance with the established deadlines.

- Theory of Knowledge: the quarterly IB report card includes an estimated grade and a commentary on the student's performance on the presentation (internal evaluation) and the essay work (external evaluation).

- CAS: The CAS is not scored, but the coordinator will follow up with the student to ensure that he/she is meeting the CAS requirements.

In addition, the tutor of the group carries out a pre-evaluation halfway through each of the evaluations, which is communicated to the parents so that they have an orientation of the level of performance of their children in each of the subjects.

Once the evaluation meeting is over, the tutor notifies by telephone or in person the results obtained in order to take the corresponding measures if necessary.

In the second evaluation of the second year (March), mock exams are given to prepare students for the May evaluation.

Obtaining the Diploma Program

Throughout the two years of the program, students complete several internal assessment papers that will be corrected by the teacher of each subject and submitted to the IB in April. The IB will then ask for a sample of these papers. They will also do some work that is directly assessed by the IB (external assessments of Literature, Theory of Knowledge and Monograph).

The external assessment exams will be held at the school during the month of May.

In each subject, there is a percentage of the grade obtained for the Internal Evaluation and another for the External Evaluation. Each subject is graded with a grade from 1 to 7 and the Diploma is obtained from 24 points provided that:

- CAS requirements have been met.
- An N has not been obtained in any of the core components or in any subject.
- No E has been obtained in Theory of Knowledge or in the Monograph.
- No grade 1 has been obtained in a subject/level.
- No grade 2 has been obtained in three or more subjects (NS or NM).

- A grade of 3 or lower has not been obtained on four or more occasions (NS or NM).

- Not less than 12 points have been obtained in the NS subjects and not less than 9 in the NM subjects.

The student can obtain up to 42 points with the 6 subjects plus 3 additional points with the combination of the grades obtained in ToC and the Monograph according to the following matrix.

Theory of Knowledge/Monography

Theory of Knowledge/Monography	A	B	C	D	E
A	3	3	2	2	
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Exclusive condition				

Enrolled students have three exams to fulfill the requirements necessary to obtain the Diploma.

Communication to students and families of the PD Evaluation System

From the first meeting with families and students in the 4th year of Secondary School to inform them about the Diploma Program, the evaluation system for both the subjects and the core components is explained to them.

In all the informative meetings for parents, both group and individual, it is explained how the students will be evaluated.

In all information meetings for parents, both group and individual, it is explained how students will be evaluated both by the school (through the quarterly reports) and by the IB organization.

Parents have the evaluation policy available for consultation and can go to the student's tutor, subject teacher or the Program Coordinator to resolve any doubts.

8. ACCESS TO THE UNIVERSITY THROUGH THE PD

Access to Spanish universities

Each university establishes its own admission criteria that the student should be aware of.

This procedure applies from 2017 for all those students who apply for a credential in the UNED for their access to the university in Spain. Through it, the UNED makes a conversion and validation of the Diploma Program grades to obtain the grade for access to the Spanish university.

1. Access requirements: the student will be APT to access the university if he/she has obtained the International Baccalaureate Diploma, that is to say, has obtained a score equal to or higher than 24 points.

2. The general phase of the University Entrance Exam will be validated by the following table and will give students a maximum score of 10 points equivalent to the Spanish educational system.

Calculation of the grade for admission to Spanish universities (minimum 5 and maximum 10).

Application of the formula on the grades obtained in the subjects of the IB Diploma program.

- Increasing numerical scale from 1 to 7 (no decimals)
- Minimum passing grade: 2
- Maximum passing grade: 7
- Number of positive grades: 6

Formula applicable to each grade obtained in the subjects of the program, with the exception of the monograph, Theory of Knowledge and the CAS (Creativity, Action and Service) section. This formula is the same as the one applied to other educational systems, as established in the Order EDU/1161/2010, of May 4, which establishes the procedure for access to the Spanish University by students from educational systems to which Article 38.5 of the Organic Law 2/2006, of May 3, on Education is applicable.

$$* \quad C_e = \frac{(C_x - C_{xm}) \times (C_{eM} - C_{em})}{C_{xM} - C_{xm}} + C_{em}$$

Ce: Calificación española a obtener.

Cx: Calificación extranjera.

Cxm: Calificación extranjera mínima.

CxM: Calificación extranjera Máxima.

Cem: Calificación española mínima = 5.

CeM: Calificación española Máxima = 10.

In application of the formula, the transposition to Spanish scale of each grade obtained in each of the subjects of the IB diploma program is as follows:

IB Score	Transposition formula	Ce
7	$5 + \frac{(7-2) \times 5}{(7-2)}$	10
6	$5 + \frac{(6-2) \times 5}{(7-2)}$	9
5	$5 + \frac{(5-2) \times 5}{(7-2)}$	8
4	$5 + \frac{(4-2) \times 5}{(7-2)}$	7

3	$5 + \frac{(3-2) \times 5}{(7-2)}$	6
2	$5 + \frac{(2-2) \times 5}{(7-2)}$	5

The final grade for admission will be the average grade obtained in the six subjects taken, according to the subject groups established in the IB Diploma program, in accordance with the transposition table.

Admission grade for universities: $Ce1 + Ce2 + Ce3 + Ce4 + Ce5 + Ce6 / 6$

3. The specific phase of the University Entrance Examination. Each faculty of each university will be able to choose the subjects that will enable students to obtain 4 additional points. Thus, they will reach a maximum of 14.

The students of the International Baccalaureate Diploma may choose 2 alternatives.

a) Validate, with the same transposition scale explained in point 2, the subjects required as specific by the university.

b) Take the specific PAU of the UNED.

In addition, they will be allowed to choose the highest grade of each option. For example, they may choose to validate one subject of the diploma and one of the specific PAU to complete their credential.

University access in other countries

Each university has very different admission criteria and the student must be aware of them if he/she wants to apply for admission through the IB.

The school counselor and the Program Coordinator will support the student in the process of admission to foreign universities.

9. RESPONSIBLE FOR THE DEVELOPMENT, DISSEMINATION AND REVIEW OF THIS POLICY

This policy will be reviewed annually and its last review will be in October 2020. The following are responsible for the development, review and dissemination of this policy:

- Principal and Assistant Principal
- Secondary and Baccalaureate Coordinators (MYP and DP Coordinators)
- Department Heads
- Teachers of Groups 3 (Individuals and Societies) and 5 (Mathematics).

10. BIBLIOGRAPHY

Guidelines for developing the school's assessment policy in the Diploma Program. The Diploma Program. From principles to practice.