



ASSESSMENT POLICY

Revised in July 2022

Assessment Policy

“Assessment” can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work. Sometimes, assessments are carried out over a prolonged period, and at other times they take place over a few hours. Assessments will sometimes be judged by the student’s teacher, while other times they are evaluated by an external examiner.¹

Philosophy

Assessment is a crucial part of the teaching and learning process. CA thrives for successful and ambitious students who reflect and engage on meaningful assessment which helps them on the process of learning how to learn to achieve their best outcomes. Therefore, assessment should be an ongoing collection of evidences providing a wide variety of information throughout the entire course both to students and teachers, always aiming for progress.

According to CA Mission and Philosophy Assessment:

- Involves students, teachers and parents;
- Provides students with a clear perspective on their strengths and weaknesses setting constant new targets and supporting their learning;
- Provides teachers with future goals adapting and improving practices;
- Provides direction to all stakeholders;
- Is continuous, cumulative and uses a variety of tools;

¹ International Baccalaureate Organization (2018) *Assessment principles and practices – Quality assessment in a digital age*

- Allows students to actively participate in the process, taking responsibility for their learning process;
- Develops in a mutual supportive interaction between both formative and summative approaches;
- Is criterion-related and should reflect a student's level of achievement of competence against the expected standards for each subject;
- Is based on clear authentic tasks;
- Criterion to all subject groups of the Diploma Programme are available to the entire school community;
- Encourages students to engage in self-assessment as well as peer assessment;
- Respects all differences such as cultural, ethnic, linguistic, religious, gender, ...;
- Is shared with students and parents at the beginning of the Diploma Programme;
- Encourages students to reflect about the learning process throughout the course.

Consequently, assessment should be considered successful when students have a meaningful participation in understanding what the expectations are for their work, in evaluating their strengths and weaknesses, when they are fully aware of their learning styles, engage in setting goals, reflect on their achievements and share their outcomes with their peers, teachers and parents.

Aims

In CA assessment aims to:

- Provide regular evidences of students learning;
- Reflect student growth, development and learning;
- Identify strengths and weaknesses;
- Provide direction for future planning and instruction;

- Develop a common language for discussion and evaluation;
- Provide an opportunity to evaluate both the curriculum and the process of teaching and learning;
- Empower students as active participants in their own learning;
- Develop standardization and school-wide expectations and to set standards (vertically and horizontally);
- Provide structured, focused and relevant feedback to students and parents;
- Provide school leadership with information on needs such as budget, resources, curriculum development and professional development.

Assessment Practices

- All teachers will assess student's prior knowledge and experience before embarking on new learning experiences;
- A wide variety of frequent formative assessment tasks (as scheduled in the internal calendar) will be the base to inform teachers, students and parents about learning development and needs;
- Summative assessment will occur at the end of a teaching and learning process and will be planned when organizing each unit planner or topic for each subject;
- Concepts, knowledge, skills and attitudes are explicitly taught and will be assessed as appropriate;
- Responsible action will be promoted, encouraged and modeled by staff;
- Assessments will be completed by teachers, peers and the students themselves. Feedback should be provided immediately whenever possible;
- A wide range of strategies will be used as outlined in planning documentation;
- A wide range of assessment tools should be used in relation to those strategies;
- Assessment data should provide evidence of learning as well as the stage of development regarding the IB Learner Profile attributes and the specific criterion of each subject;

- The assessment process at CA involves the active participation of students, teachers and parents in the on-going assessment process. They work together to keep each other informed concerning student progress. The student is at the centre of the process and is actively involved in and takes some responsibility for his/her own assessment.

Approaches to Assessment

- Backwards planning with assessment as the focus of the teaching and learning in the classroom;
- Value and promote assessment as an integral part of the learning process in the classroom with their students;
- Allow students time to reflect on themselves and their own learning as part of the teaching and learning process;
- Model the habit of reflection with students;
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom;
- Adapt the learning environment to cater for a variety of student learning styles;
- Provide students with the learning expectations or assessment criteria prior to a task;
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student;
- Select from a wide range of assessment tools reflecting student needs and skills;
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents;
- Communicate clearly and openly with students and parents about, achievements, on-going progress and future goals.

Assessment Calendar and Student Progress

- Students are submitted to two mock exam sessions throughout the programme – one at the end of the first year and one at the end of the first trimester of the second year;
- Students who do not sum up 24 points on the mock exam session at the end of the first year will not be allowed to progress into the second year;
- Students who have not met all the diploma requirements (core and subject internal assessments) by the end of the second mock session, may be withdrawn from the May Exam session.

Recording and Reporting

Recording students' outcomes is essential to build a clear profile of each student's progress as it should offer evidence of their strengths and weaknesses towards the learning outcomes and the revealed criterion of each subject. Nevertheless, it is also crucial that this information is shared so it can be more effective. Thus, parents should also be kept up to date so they can effectively support student's progress. Therefore, reporting should be the formal record of all the feedback process.

Recording and Reporting Practices

1. Weekly reports.
2. Written official report cards.
3. Oral reports in Parent - Teacher meetings.
4. Conferences (involving students, teachers and parents).

1. **Weekly reports** – The weekly reports are sent to each parent through e-mail indicating the student’s progress in each subject as well as deadline accomplishments.
2. **Report Cards** – Written reports indicate progress in all subject areas across the curriculum. There are three reports in year 1, one at the end of each term, and one, in year 2, after the Mock session has taken place.
3. **Parent Teacher Meetings** - Parent Teacher interviews may occur during the academic year since previously scheduled as CA has an open-door policy.
4. **Conferences** - Students, teachers and parents are involved in these conferences as they take form of an extended presentation and discussion where students lead both teachers and parents through their own understanding and perspective not only of their recent learning but also of their future goals. Thus, all parts should engage in this discussion with the students playing a crucial role in the selection of work to be shared.

They will therefore take more responsibility as they commit the surrounding adults to support them throughout the learning process.

Award of the diploma

The final grade awarded to a candidate in each subject is on a scale of 1 to 7, with 7 being the highest grade. CA uses the DP Subject Achievement Grade Descriptors (From 1 to 7). When obtaining the diploma, the student can achieve a maximum of 45 points, adding the results of the 6 subject exams (maximum grade 7) with the maximum of 3 points for the combination of EE and TOK, two of the three Core Elements.

Core requirements

- Students must accumulate no fewer than 24 points resulting from the assessment in the 6 group subjects and three core subjects.
- Students must meet all of the additional requirements within a maximum of three examination sessions.

Additional requirements

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The student has gained 12 points or more on HL subjects.
- The candidate has gained 9 points or more on SL subjects.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Equivalencies

Regarding International Baccalaureate Diploma Programme, Colégio Atlântico, in accordance with Ordinance 433/2005, of 19th April, applies the following comparative and conversion tables:

TABLE I.

Programmes and studies of the International Baccalaureate and the Portuguese Educational System

International Baccalaureate Diploma Programme	Portuguese Educational System (PES) Secondary Education
The Diploma Programme 2 nd Year	Secondary level Year 12
The Diploma Programme 1 st Year	Secondary level Year 11

TABLE II.
Secondary Education

International Baccalaureate Grades	Portuguese Educational System Grades
1	3
2	6
3	9
4	11
5	14
6	17
7	20

TABLE III.
Additional Requirements (AR)

Scale 1-3 (IB)	Scale 1-7 (IB)
1	4
2	5
3	7

TABLE IV.
Secondary (diploma)

Final classification IB Diploma (subject average + AR)	Final classification Secondary level	
	Average	Final grade
3,4	9,71	10
3,5	10	10
3,6	10,29	10
3,7	10,57	11
3,8	10,86	11
3,9	11,14	11
4	11,43	11
4,1	11,71	12
4,2	12	12
4,3	12,29	12
4,4	12,57	13
4,5	12,86	13
4,6	13,14	13
4,7	13,43	13
4,8	13,71	14
4,9	14	14
5	14,29	14
5,1	14,57	15
5,2	14,86	15
5,3	15,14	15
5,4	15,43	15
5,5	15,71	16

5,6	16	16
5,7	16,29	16
5,8	16,57	17
5,9	16,86	17
6	17,14	17
6,1	17,43	17
6,2	17,71	18
6,3	18	18
6,4	18,29	18
6,5	18,57	19
6,6	18,86	19
6,7	19,14	19
6,8	19,43	19
6,9	19,71	20
7	20	20

With regard to any submitted requests for equivalence, Colégio Atlântico informs that:

- a) The final classification of the IB Diploma Programme diploma is attributed according to the arithmetic average of the sum of the results obtained in the subjects of the Diploma Programme with the result obtained in the Additional Requirements, which was previously converted in the scale of 1 to 7;
- b) The nomenclature of CA official documents will follow according to the information previously provided;
- c) In the IB Diploma Programme equivalence requests, the final exam certificates issued by the International Baccalaureate Organization will be presented in English;
- d) The IB DP diploma will be validated with the Hague Apostille when previously requested by the legal guardian;

- e) The certification of qualifications of intermediate years will be presented in a specific model by Colégio Atlântico;
- f) Mid-year qualification certificates distinguish completion of school attendance, as well as reference the respective school year(s);
- g) Students who successfully complete only the 1st year of the Diploma Programme will have:
- a document proving completion of the 10th year of schooling;
 - an official supporting document issued by CA with the final grades obtained in the 1st year of the Diploma Programme (in Portuguese and English), on a scale of 1 to 7.
- h) Students who complete the IB Diploma Programme will have:
- a document proving completion of the 10th year of schooling;
 - a Results Summary with the classifications obtained (in July of the 2nd year of the DP);
 - a final diploma with the apostille of the Hague Convention (later).
- i) Subject equivalence will only be granted in the event of obtaining a rating higher than 4 points on the IBO scale;
- j) In the case of students who complete the first year of the Diploma Programme and their final grade is 3,4 on the IBO scale, completion equivalence will not be awarded;
- k) Equivalence to the 12th year of schooling is not granted to students who do not complete all the requirements of the IB Diploma Programme and who have not obtained the diploma.

NOTE: This document should be read in conjunction with all other school policies – Admission Policy, Language Policy, Special Needs Policy and Academic Honesty Policy. This policy will be reviewed every academic year in consultation with the staff.

References:

International Baccalaureate Organization (2010) *Guidelines for developing a school assessment policy in the Diploma Programme*

International Baccalaureate Organization (2018) *Assessment principles and practices – Quality assessment in a digital age*

International Baccalaureate Organization (2017) *Grade Descriptors* (For use from December 2017)

International Baccalaureate Organization (2021) *Diploma Programme Assessment Procedures*
Ordinance 433/2005 of 19th April