

In Piņķi

On 1 September 2016

No. 12-nts-1

Exupery International School Student Assessment Procedure

Adopted in accordance with Paragraph Four, Section 16, Paragraph Five, Section 17 of the General Education Law, Cabinet Regulation No. 468 of 12 August 2014 “Regulations Regarding the State Standard in Basic Education, the Subjects of Study Standards in Basic Education and Model Basic Educational Programmes” and Cabinet Regulation No. 281 of 21 May 2013 “Regulations Regarding the State General Secondary Education Standard, Subject Standards and Sample Education programmes”, Paragraph 16 of the By-Law of the Exupery International School.

1. General Provisions

- 1.1. The Student Assessment Policy has been developed based on state primary education standards, standards of study subjects and study subject curricula, and the IB Assessment Principles and Practices.
- 1.2. The Student Assessment Policy has been developed based on state primary education standards, standards of study subjects and study subject curricula.

2. Objectives and Tasks of Assessment

- 2.1 Objectives:
 - 2.1.1. To determine the compliance between the knowledge, skills, and competencies of the students via their study of the school curriculum and the requirements of State Primary Education Standards,
 - 2.1.2. To promote the achievement of knowledge, skills, and competencies required for social and individual development, and awareness of their study achievements.
- 2.2. Tasks:
 - 2.2.1. To determine the study achievement of students and the progress of their development,
 - 2.2.2. To promote the responsibility of students for the target result during the learning process,
 - 2.2.3. To motivate the students to improve their study achievements, by performing self-assessment,
 - 2.2.4. To promote the cooperation of students, teaching staff and parents.

3. Assessment Principles

- 3.1. The study achievements of students shall be evaluated comprehensively and objectively in order to implement the following Assessment Principles:

- 3.1.1. Transparency and Clarity: by enabling the acquisition of mandatory study content defined in the standard of the given subject;
- 3.1.2. The principle of positive achievement accumulation by registering the positive achievements at all levels of memorising and understanding, application of knowledge and creative activity,
- 3.1.3. The principle of proper assessment by giving a student a chance to prove his or her knowledge, skills and competences through tasks corresponding to all study achievement assessment levels, questions, examples and situations,
- 3.1.4. The principle of diversity of test works, by using written, verbal and combined forms of tests, by individual and group achievement assessments and various tests,
- 3.1.5. The principle of regular assessment in order to ascertain the acquired knowledge, skills, attitudes and the dynamic progress of study achievement development,
- 3.1.6. The principle of mandatory assessment by putting forth a requirement for a student to engage in the learning process and receive an assessment according to their abilities, except for the study subjects and state examinations that the student is released from.

4. Planning and Implementation of Student Achievement Assessment

- 4.1. The forms for the evaluation of study achievements, methodological approaches, number, content volume, performance deadlines and assessment criteria of tests for each grade shall be developed by the teacher of the respective study subject in accordance with the study subject standard, study curriculum, the curriculum implemented by the educational establishment and the procedure for student achievement assessment.
 - 4.2. At the beginning of each semester, the final test schedule by theme or logical part of the theme of a subject for the particular semester shall be planned and approved by the Principal for all study subjects;
 - 4.2.1. The specialist teacher shall inform the students of the planned final tests, number, as well as approximate time and topics thereof at the beginning of the semester;
 - 4.2.2. 2nd to 4th grade students may have one, while 5th to 9th grade students - no more than two final tests on a theme or logical part of a theme per day;
 - 4.2.3. Sports, visual arts, household management and technology teachers shall be entitled to plan their tests without reflecting them in the final test schedule;
 - 4.2.4. For objective reasons, amendments to the test schedule may be adopted by mutual agreement of the teaching staff, provided that the amendments do not cause an overload of students.
 - 4.3. The study achievements of students in study subjects and phases of education shall be assessed:
 - 4.3.1. Descriptively, in all study subjects of the 1st grade and in the study subjects of the 2nd and 3rd grade that are not assessed in points, for the assessment of daily study themes, by using the following symbols: “x”- achieved, “/”- partially achieved, “-” still to study;
 - 4.3.2. By using an assessment “passed/failed” in the introductory assessment, ongoing assessments, where the use of a 10-point assessment scale is impossible for the assessment of study results (diagnostic works, acquisition of daily study topics, pair and group work, home works);
 - 4.3.3. By using a 10-point assessment scale for the assessment of Latvian Language and Literature, Mathematics,
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and Mother Tongue in the 2nd grade; Latvian Language and Literature, Mathematics, Foreign Languages, and Mother Tongue in the 3rd grade and for the assessment of all study subjects in the 4th - 9th grades:

4.3.3.1. in written, verbal, practical or combined test works,

4.3.3.2. in creative and research works, pair and group works,

4.3.3.3. for the assessment of the results of participation in study subject competitions, contests, etc.

4.4. The following criteria shall constitute the assessment of study achievements on a 10-point scale:

4.4.1. the amount and quality of the acquired knowledge;

4.4.2. the acquired skills and competences;

4.4.3. the attitude towards education;

4.4.4. the dynamic progress of study achievements.

4.5. The achievements of the student on a study subject shall be expressed on a 10-point scale (10 - with distinction, 9 - excellent, 8 - very good, 7 - good, 6 - almost good, 5 - satisfactory, 4 - almost satisfactory, 3 - unsatisfactory, 2 - very unsatisfactory, 1 - very, very unsatisfactory). Upon the determining of the assessment on the 10-point scale, the criteria are evaluated as a total aggregate).

4.6. Types of study achievement assessment:

4.6.1. Introductory assessment (observation, conversation, surveys, exercise solving, etc.);

4.6.2. Ongoing assessment (observation, conversation, surveys, exercise solving, work with the text, laboratory work, experiments, demonstration, visualisation, individual or group project, essay, report, discussion, work file, homework etc.);

4.6.3. Final testing (written or combined test work, laboratory work, research paper, composition, individual or group project, work file, test etc.).

4.7. Minimum number of final test work assessments per each study subject in a semester: 3.

4.8. A teacher shall be entitled to schedule and implement a larger number of final test work assessments than minimum in their study subjects.

4.9. The student shall perform all final test work.

4.10. If the student has failed to attend test work due to plausible reasons, the student, pursuant to agreement with the teacher of the study subject, shall have to perform work similar in content no later than within two weeks after the return to school. The teacher shall be entitled to release the student from the performance of the test work, if the student has a sufficient number of final test assessments and if a serious reason for such release exists (for instance, the performance of the final test work causes overload of the student, because other test work needs to be performed, or the student is preparing for a contest or competition, etc.).

4.11. If the student has been long-term sick (for 2 weeks or longer), the test work shall be taken in accordance with an individual schedule within 2 weeks after the return to school, but the teacher shall be entitled to release the student from writing the test work.

4.12. If the student has failed to perform all test works scheduled at the beginning of the semester, and has failed to attend individual consultations, the teacher shall be entitled to determine additional test work to conclude the semester or the year.

4.13. If the student has failed to attend the test work for unjustified reasons or received the assessment n/a (no

assessment) for the test work, the test work shall be performed during the consultation of the study subject (or at another time, pursuant to agreement with the subject teacher) no later than within two weeks after the date of the test work.

4.14. Improvement of assessment is a possibility to receive a higher assessment instead of the current assessment. The right of the student to improve their assessment during the initial assessment and ongoing assessment test work shall be determined by each educator individually.

4.15. The student shall have the following rights to improve the final test work assessment:

4.15.1. To perform the test work repeatedly within two weeks after the date when the unsatisfactory assessment was received and after attending the respective consultations;

4.15.2. To improve one satisfactory assessment of test work for each study subject during the semester within two weeks after the receipt of the respective satisfactory assessment;

4.15.3. To improve an assessment for a semester or year in a study subject by completing the final test work for the semester or year, pursuant to agreement between the student and the subject teacher on such intention no later than 1 week prior to receiving the final mark for a semester or year;

4.15.4. Improvement of state test results in the 3rd, 6th and 9th grades shall not be permitted;

4.15.5. The assessment received for the repeated test work shall be recorded in the electronic log and taken into consideration for the purposes of semester assessment.

4.16. The symbol n/a shall be used for the assessment of the study achievement, if a student:

4.16.1. Has participated in the lesson, but has failed to submit their test work, or the work cannot be assessed on a 10-point scale;

4.16.2. Has failed to submit one of the following within the determined time: written or combined test work, laboratory test work, research paper, composition, homework, etc.

4.16.3. The student shall have the duty to agree with the specialist teacher on the correction of the n/a assessment. If the n/a assessment has not been corrected, the specialist teacher shall have the duty to contact the student and their parents and to agree on the time of submission of the non-submitted work. If the work is not submitted, the specialist teacher shall be entitled to reduce the resulting semester assessment grade.

5. Recording of Semester, Year Assessments

5.1. Upon the recording of semester assessments, the following shall be considered:

5.1.1. All assessments of final test work,

5.1.2. Assessments received during ongoing evaluation,

5.1.3. Achievements of the student during school, Olympiads, contests and competitions,

5.1.4. The progress of a student's study achievements.

5.2. Upon the recording of annual assessments, the following shall be considered:

5.2.1.1. Assessment of Semester I and semester II,

5.2.1.2. Achievements of the student during school, regional and Olympiads, contests and competitions,

5.2.1.3. Assessment of the final test of the year (if such has been determined),

5.2.1.4. The progress of a student's study achievements.

6. The Reflection of a Student's study Achievements in the Planner, SIS and Progress Report

6.1. The specialist teacher shall record the absences and assessments of students in the School Information System (hereinafter - SIS) of study achievements during every lesson.

6.2. The specialist teacher and the homeroom teacher should regularly document students' progress and assessments and inform parents, as required.

6.3. The teaching staff shall enter test work assessments of students in the SIS within 1 week after the date when the work was written.

6.4. The work performed by students during the project weeks shall be assessed descriptively.

6.5. The end-of-unit projects are assessed, using the formative and summative assessment system.

7. Analysis of Study Achievements

7.1. The results of test works performed during the year shall be analysed by the teacher.

7.2. At the end of the study year, the specialist teacher shall submit a report on the study achievements of the students and their progress.

7.3. At the end of the study year teachers shall analyse the study achievements of students during the school and state tests and report on the progress at the Faculty Meeting.

8. Co-operation with Parents

8.1. Specialist teachers shall regularly inform parents on the achievements of students and the progress of students by means of the SIS.

8.2. Homeroom teachers shall inform parents on study achievements by means of individual conversations, as required.

8.3. 1 - 2 times per semester, during Teacher-Parent Conferences, the parents can individually meet homeroom and specialist teachers and be informed in detail of study achievements and growth opportunities of the students, as well as review the notes and test work of their children.

8.4. If disagreements regarding the annual assessment of a student in any of subjects arise, the Director shall make a decision on the approval or review of the assessment, pursuant to a written request of the parents.

9. Final Provisions

- 9.1. The procedure for the assessment of study achievements has been discussed with teaching staff, it is approved and adopted during the Faculty Meeting, issued by the Director of the school and shall be binding to all teaching staff and students of the School.
- 9.2. The class teachers shall inform all students and their parents of the assessment procedure.
- 9.3. The amendments to the procedure shall be adopted based on the order of the Director, based on the proposals voiced at the Faculty Meeting.
- 9.4. The Procedure for Student Achievement Assessment shall take effect on 1 September 2016.

Director

Veronika Skripáčova

1 September 2016

Reviewed during the Faculty Meeting on 16 August 2016

Reviewed on 7 September 2018

Reviewed on 19 October 2018