



EVALUATION POLICY

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I. Philosophy

Education is an intentional process that seeks the comprehensive development of individuals. This means not leaving the conduct of the educational process to chance, but clearly defining what we believe in and what we wish to achieve with our pupils. The Institutional Educational Project (IEP)¹ is the curricular instrument that presents the hallmarks defining the identity of our establishment. From these, it contains, among other things, the fundamental principles, specific values and competencies, profiles of the school community, and curricular emphases that guide the educational action of the school.

This Assessment Policy, along with the Assessment, Grading, and School Promotion Regulations² included in the Internal School Coexistence Regulations (RICE)³, are directly related to the school's PEI, which declares honesty, responsibility, perseverance, tolerance, solidarity, and wisdom as central values. We expect to see these reflected in every action performed by the members of our community, thus becoming a common language.

Similarly, we expect our pupils to incorporate our educational hallmarks of comprehensive education, British school, learning two languages at the same level, sport, outdoor education and environmental care, secular, academic excellence, co-educational, spirit of service, and affective environment; and the development of leadership skills, teamwork, problem-solving and decision-making, and social and environmental awareness.

Moreover, as members of the International Baccalaureate Organization (IB)⁴, we seek for all members of our community, especially our pupils, to strive to respond to the attributes of the IB community, endeavoring to be inquirers, knowledgeable, thinkers, good communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. (IB assessment principles and practices: Quality assessments in the digital age, 2021).

As indicated in our educational project, our interest is to contribute through the dissemination of the IEP to the definition, improvement, and development of the learning, values, and attitudes that identify us in an environment of good coexistence, as well as to achieve the organization that allows us to optimize our educational work and contribute to the positive encounter of each of our pupils with culture and knowledge.

Therefore, we understand the importance of assessment, in all its forms, as the process by which we improve our pupils' learning and guide the acquisition of knowledge, skills, and attitudes necessary to live in an increasingly demanding and competitive world.

In Years 12 and 13 (3EM⁵ and 4EM⁶ respectively), Wenlock School carries out two parallel programmes for all its pupils: the National Plan, regulated by the Ministry of Education

¹ Hereafter, the acronym IEP will be used to refer to the Institutional Educational Project.

² Hereafter, Assessment Regulations will be used to refer to the Assessment, Grading, and School Promotion Regulations

³ Hereafter, the acronym ISCR will be used to refer to the Internal School Coexistence Regulations.

⁴ Hereafter, the acronym IB will be used to refer to the International Baccalaureate.

⁵ Hereafter, the acronym 3EM will be used to refer to pupils in Year 12.

⁶ Hereafter, the acronym 4EM will be used to refer to pupils in Year 13.

(Mineduc)⁷, and the Diploma Programme (DP)⁸, regulated by the IB. Our assessment system must complement and enhance both programmes, placing special emphasis on compliance with this Assessment Policy and the DP Academic Integrity Policy, which govern our pupils. Upon completion of the Diploma Programme, pupils can choose to certify said programme or certify some IB subjects taught at the school in accordance with the parameters of the IB Diploma Programme.

II. On assesment:

This Assessment Policy complements the Assessment Regulations, which in turn are based on the guidelines established in:

- the Curricular Foundations for Early Childhood Education and the document Planning and Assessment: Pedagogical Technical Guidance for Early Childhood Education Level of 2018
- Decree No. 67 of 2018, which establishes the minimum national standards on assessment, grading and promotion for pupils in Primary and Secondary Education in educational establishments officially recognized by the State, regulated in paragraph 2° of Title II, of decree with force of law No. 2, 2009, of the Ministry of Education, and
- the assessment guidelines determined by the Diploma Programme, regulated by the International Baccalaureate (IB).

The definition of what our community will understand by regulations, assessment, grading, course and promotion is found in Article 2 of the Assessment Regulations.

As indicated in Article 3 of the Assessment Regulations, pupils have the right to be informed of the assessment criteria and to be assessed and promoted according to an objective and transparent system.

Wenlock School's own assessment approach is defined in Article 4 of the Assessment Regulations, and states that assessment is considered an intrinsic part of teaching, must be planned and ongoing, and must allow for the collection of information to improve pupil learning. In this sense, it emphasizes an assessment that:

- motivates pupils to learn,
 - fosters creativity and the development of all intellectual, attitudinal and value-based skills of pupils,
 - stimulates participation in social activities and the development of socio-emotional skills,
 - strengthens pupils' positive self-esteem,
 - stimulates and provides opportunities for improvement to all pupils according to their personal situation,
- Here's the translation of the provided text into British English:

⁷ Hereafter, the acronym Mineduc will be used to refer to the Ministry of Education.

⁸ Hereafter, the acronym DP will be used to refer to the International Baccalaureate Diploma Programme.

- generates an attitude of self-assessment that allows pupils to continuously improve their learning,
- prepares them and allows them to perform well in national and international external assessments taken by the pupils.
- Furthermore, as a school belonging to the IB learning community, and as indicated in the document "IB assessment principles and practices: Quality assessments in the digital age" (2021), we promote at all levels a rigorous, criterion-related performance assessment system, which is based on the following principles:
 - to be valid for the purposes for which they are intended,
 - to have a positive backwash effect: their design should promote good quality teaching and learning,
 - to be appropriate for the largest possible number of pupils, so that they can demonstrate their personal level of achievement,
 - to be an integral part of the IB programme, and not to be considered as isolated elements, and
 - to support the IB principles and pupil competencies, especially for them to be inquirers, knowledgeable, thinkers, good communicators and internationally minded.

Types of Assessment

To achieve the above, Wenlock School promotes three types of assessment: diagnostic, formative and summative, as detailed in Article 4 of the Assessment Regulations, and defined as follows.

- Diagnostic Assessment:

The objective of diagnostic assessment is to determine the presence or absence of achievement of objectives and/or prior knowledge necessary for the start of a specific set of learning outcomes. Its results enable the modification of sequences and the adaptation of activities to respond to the needs and difficulties of the pupil body.

Teachers will carry out a diagnostic assessment at the beginning of the school year or at the start of each learning unit, as they deem necessary for their subject and the age of the pupils. These results are communicated to the parent or guardian when specific individual cases are detected where it is considered necessary to reinforce prior knowledge to face a new unit. If the diagnostic assessment indicates that there are generalized needs for reinforcement, these are considered within the planning of the unit.

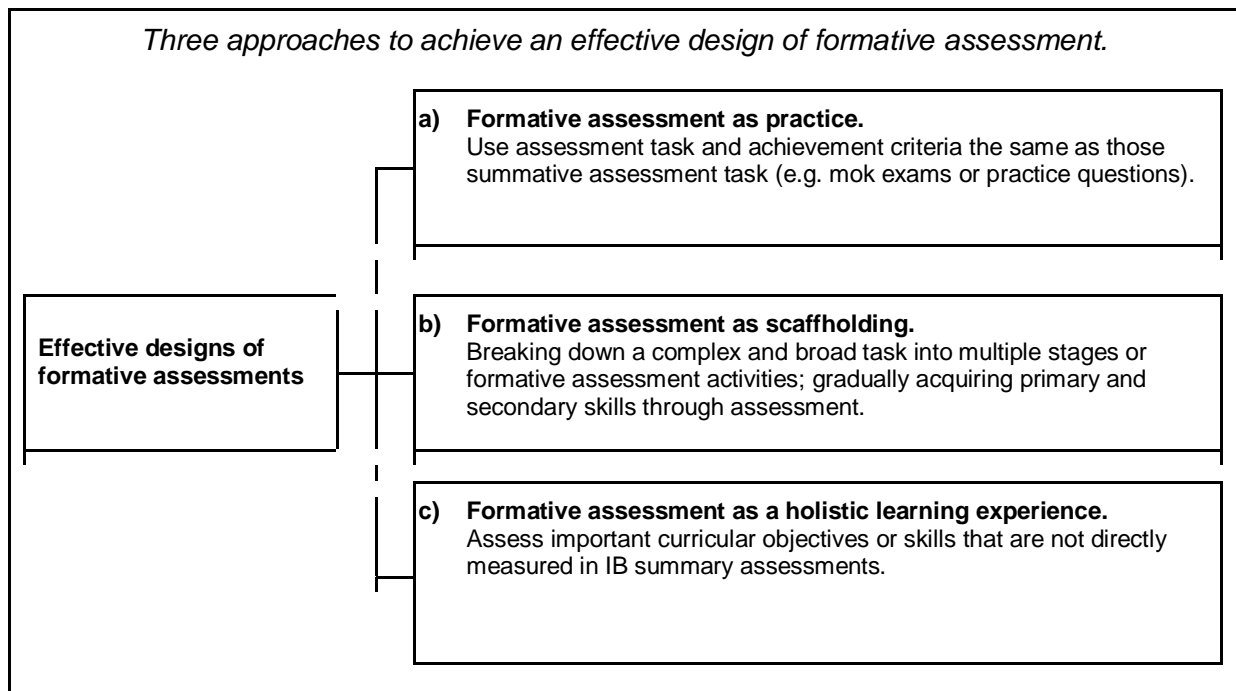
Formative Assessment:

The fundamental purpose of formative assessment is to monitor and regulate the learning process and, therefore, it is ongoing and includes the teacher's review and feedback on pupil activities or work that does not carry a grade.

Evidence of pupil performance is obtained, interpreted and used to make decisions about the next steps in the teaching-learning process, as it allows, during the development of a unit, to know the level of achievement and progress of the objectives proposed by the educator and to identify the areas and aspects that need to be worked on to improve pupil learning.

As indicated in the document "Assessment-guided teaching and learning in the Diploma Programme" (2021), "formative assessment has different task designs and achievement criteria depending on what teachers intend to measure (the test constructs) and a wide variety of effective assessment designs have been observed in use in the DP. Broadly speaking, these formative assessments can be classified into three groups as shown in Figure 1 of this document".

Figure 1: Classification of formative assessments.



Taken from: 'Assessment-led teaching and learning in the Diploma' (2021), pg. 29.

– Strategies to be used to enhance formative assessment:

As indicated in our Evaluation Regulations, article 18, letter f, 'at all levels the monitoring of student learning is carried out through questions, progress checks, correction of the activities that students are carrying out and joint correction of exercises, among others, together with the corresponding constant feedback so that students can correct and improve in the areas that present difficulties.'

In the field of formative assessment, the use of self-assessment and group assessment techniques is also promoted for formative purposes, so that everyone involved can understand and enrich their own learning process and that of the other people with whom they work cooperatively. These evaluations focus on attitude and commitment to work and students are expected to reflect on the importance of both in their own learning process.

In cases where difficulties in learning or achievement of objectives are detected through formative assessment, together with feedback to the student, if required, and applying the Inclusion Policy, internal pedagogical support specialists will be called in and/or parents will be called to an individual meeting to report on their process, progress and achievements and to agree together on strategies to enhance their learning (Assessment Regulations, Article 18, letter n).

– Summative assessment:

Summative assessment aims to certify, by means of a grade or concept, the learning achieved by students. In this sense, summative assessment refers to the teacher's formal review and feedback on a graded piece of work or activity carried out by the students and will be the one that measures the performance and achievements of the students with respect to the assessment criteria of each subject.

Summative assessment may be applied in different types of work, tests, essays, laboratories, presentations, etc. and will have as its relevant objective the achievement of concepts and skills and not only the acquisition of content. In both summative and formative assessments, the practice of exercises and test or exam-type questions will be attempted with the imprint of national and international external standardized assessments, regardless of the students' decision to certify these programmes. In this sense, we consider the forms of assessment of the programmes we develop to be a fundamental part of the holistic learning and skills development we promote for all our students and therefore all assessments are mandatory.

Assessments that require students to produce their own work, such as written texts, laboratory reports, research papers, essays, among others, will be formatively assessed in a process work, in which Secondary School students must periodically scan their progress in the Turnitin anti-plagiarism programme as a primarily formative measure and, against the delivery of the final work to be summatively assessed, in order to verify the authorship of the student's work. This tool can also be used with students at other levels.

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In relation to the importance of self-production in order to account for the development of students' skills and knowledge and the attributes of the IB community profile, special mention is made of the fact that the use of artificial intelligence programmes for the complete production of work is not accepted, as the IB states that work constructed using these technologies is not considered self-produced work and, being inappropriate behavior, must be sanctioned (Dr Matthew Glanville, Head of Assessment Principles and Practice, March 2021). In order to facilitate the self-development of work of various kinds, tools will be made available during class work, formative assessment and process work to accompany students in the search for, choice, systematization, analysis and conclusion of the sources and information they use for their work.

Finally, and in relation to grading, summative assessments, depending on their nature, may:

- be averaged at the end of each semester and recorded as a grade in the Digital Class Book (LCD)⁹, the Ministry of Education's grading recording instrument, such as tests or quizzes.
- be coefficient one and recorded as a grade directly in the Class Book.

⁹ Hereafter, the acronym LCD will be used to refer to the Digital Class Book.

Regulations regarding the evaluation activities

- Diversification of assessment in order to better cater for the diversity of students.

In accordance with the Assessment Regulations, article 18, letter g, 'at Wenlock School, for diagnostic, formative and summative assessments, a range of activities and methodologies are suggested in order to cater for the diversity of our students, both in their learning styles (visual, auditory, kinaesthetic or verbal) and in their interests and their strengths and weaknesses, to ensure a more holistic and cross-cutting development'. This is in line with our school's IB Inclusion Policy.

Assessment activities and methodologies include:

- Observation scales,
- Checklists,
- work or exercise guides,
- oral questioning,
- questionnaires,
- outlines,
- concept maps,
- application activities
- dictations,
- quizzes,
- mock IB or IGCSA exams (MOCK)
- oral presentations,
- written productions
- laboratory guides or reports
- unit tests,
- integrative or cumulative tests (which include content seen throughout the semester, year and/or cycle),
- research projects
- essays, among others

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When an activity is summative assessed, i.e. carries a grade, the student will be informed prior to its completion. Teachers of subjects that carry out quizzes - periodic, unannounced assessments that aim to promote systematic study and revision by students - will inform students of their performance at the beginning of the semester. In the case of graded class work, they will be informed at the beginning of the class, prior to its completion (Assessment Regulations, article 18, letter g).

In relation to students who present curricular adaptations due to special educational needs, the types of adaptation, procedures, requirements and special academic considerations are defined in the Assessment Regulations, article 18, letter g and in the IB Inclusion Policy.

- Feedback on assessment activities:

As established in the Assessment Regulations, article 18, section d, the results of different types of assessment, whether formative or summative, shall be subject to reflection and analysis with students, encouraging their successes and detecting and correcting their errors (for example: reviewing worksheets or assessments). This will allow them to realize which aspects have prevented them from achieving the proposed objectives so that they can review and reinforce them.

When the teacher detects in an assessment that there are objectives which have not been achieved by the majority of students, they shall conduct a review or reinforcement in class and an assessment, either formative or summative, of the objectives that were underachieved and have been reviewed, to demonstrate their achievement.

To ensure the quality and relevance of assessments, subject teachers shall work in coordination with the Head of Department or Director of Studies, safeguarding that these assessments fulfil the objective of certifying the achievement of learning objectives from the study programmes and seeking opportunities for collaborative work amongst teachers, to share successful experiences or difficulties with different types of assessment that are generated in the pursuit of greater diversity of these (Assessment Regulations).

- Distribution of assessment activities:

As indicated in the Assessment Regulations, article 18, section d, students shall receive an assessment calendar at the beginning of each term. Some of these assessments, such as essays, laboratory reports, research projects, internal assessments, reading assignments, among others, may require students to work at home as a complement to the work carried out at school.

The academic workload shall be safeguarded by the heads of department and subject teachers, in conjunction with the Director of Studies and the IB Programme Coordinator.

- Relevance and quality of assessments:

To ensure the quality and relevance of assessments, subject teachers shall work in coordination with the Head of Department, IB Coordinator and/or Director of Studies, safeguarding that these assessments fulfil the objective of certifying the achievement of learning objectives from the study programmes and seeking opportunities for collaborative work amongst teachers, to share successful experiences or difficulties with different types of assessment that are generated in the pursuit of greater diversity of these.

- Requirements for assessments conducted online from home:

In the event that a class or year group cannot attend lessons in person and must have online assessments, the procedure will be as indicated in the Assessment Regulations, article 18, section d; fulfilling the following conditions:

- Camera turned on, allowing the student and the surface on which they are working to be seen,
- No use of mobile phones or chat programmes on the computer.

Failure to comply with these conditions will invalidate the assessment, and the student will be required to take it once in-person lessons resume.

- Informing students about the methods and criteria by which they will be assessed:

In accordance with our Assessment Regulations, article 18, section b, the contents, type and assessment guide or rubric for each activity are provided and explained to students prior to its implementation. The assessment guides and rubrics contain specific criteria and descriptors in pursuit of a comprehensive evaluation regarding the achievement of different types or domains of learning such as: concepts, procedures, attitudes and values.

Summative assessments will be made known to the pupil and the parent at the beginning or during the course of the term, through the subject Handbook, Google Classroom platform and/or informed directly by the teacher with due notice.

Assessments may be individual, in pairs or in groups, a condition that students will be aware of prior to the assessment. In the case of pair or group work, the formation of pairs or work groups will be at the teacher's discretion. If the teacher decides to use self-assessment, peer assessment or group assessment guides as part of a summative assessment, they will inform the students prior to the development of the assessment activity.

In Year 12 and Year 13, summative assessments may be of the MOCK type (simulation of IB or IGCSE exam) or may integrate practice questions from these exams, in which case the marking will be done considering the rubrics and/or assessment guides used in these programmes.

- Informing parents and guardians about the methods and criteria by which students will be assessed:

Our Assessment Regulations, article 18, section c, establishes that parents and guardians will be informed of the methods and criteria by which students will be assessed through the explanatory document (*Handbook*) for each subject, parent meetings at the beginning of the year and at the end of the first term, and the school's assessment, grading and promotion regulations.

Furthermore, parents and guardians may request a meeting with the form tutor and/or subject teacher to clarify any doubts about the student's performance, the assessment methods and criteria for the learning areas or subjects, and to coordinate actions that will allow for the greatest possible achievement of learning outcomes by the students.

- Method and timing of communicating to parents and guardians about the process, progress and learning achievements of students:

As established in our Assessment Regulations in article 18, section m, during the academic year, information about assessments and grades will be provided through the following means, in order to furnish students and parents with sufficient information to understand the levels of achievement in each subject and take appropriate remedial actions:

- From Year 7 to Year 13: termly assessment calendar.
 - In Primary and Secondary Education, access to their children's grades and behavior records through Schoolnet, a computer platform that is updated daily.
 - In Primary and Secondary Education: Report Card and Personal and Social Development Report at the end of each term. The delivery of the Report Card and Personal and Social Development Report for the first term will be through an interview with the parents or guardians.
 - Parents, form tutors and/or subject teachers may send a message or request a personal interview through the School Planner or email, to enquire about or inform of progress or difficulties to be reinforced by the student.
- Spaces for pedagogical reflection between teachers and education professionals.

In accordance with our Assessment Regulations, article 18, letter e, collaborative working spaces will be provided with the purpose of:

- seeking coherence among teachers from different departments in the application of criteria and moderation of the grading of assignments and assessments.
- ensuring that teachers and education professionals can discuss and agree on assessment criteria and types of evidence,
- developing collaborative work to improve assessment and teaching practices,
- reflecting and making decisions with common criteria regarding pedagogical and disciplinary practices.

The collaborative working spaces are:

- Meetings of Heads of Department with their teams.
- Meetings of Heads of Department with the IB Coordinator, Director of Studies, and Head of Senior.
- Meetings of teams of teachers with the Head of Junior or Senior, Director of Studies and/or IB Coordinator to coordinate actions and share educational practices.
- Meetings of teams of teachers with the Psychological and Psychopedagogic Support Department (DAPP) to share educational practices that promote Universal Design for Learning (UDL) and the diversification of assessments.
- Monthly meetings of lead teachers with DAPP to assess the progress of students with difficulties and reflect on the support practices for each of them (reference to Inclusion Policy).
- Faculty advisory groups monitoring students' academic, disciplinary, and socio-emotional aspects.
- Biannual workshops for teachers on various academic, disciplinary, or socio-emotional aspects.

III. Curriculum and programs of Wenlock School and specifically of 3EM and 4EM, in which the IB Diploma Program (DP) is taught

From 1st to 6th grade, Wenlock School follows the Chilean Ministry of Education's curriculum, with notable differences in English and "Living with Purpose" subjects, which are taught using the school's own programs. Mathematics, History, Geography and Social Sciences, Natural Sciences, Technology, and Art are taught in English to facilitate language acquisition through diverse contexts.

In 7th and 8th grades, the school continues to follow the national curriculum but introduces its own programs in English, Biology, Physics, Chemistry, and "Living with Purpose". Additionally, Philosophy is introduced in these grades to enhance critical and reflective thinking skills, preparing students for the IB's Theory of Knowledge and Philosophy electives in the senior years.

In Years 11 and 12, the curriculum is designed to meet both the requirements of the Chilean National Curriculum and the International Baccalaureate Diploma Programme (IBDP), which is mandatory for all students. To achieve this, the school integrates both curricula, developing unique programs for each subject that align with the learning objectives of both. While obtaining the IB Diploma in Year 12 is optional, all students follow the IBDP curriculum.

From 7th to 12th grade, all subjects are taught in Spanish except for English. However, students are encouraged to work with English-language materials, fostering continuous use of the second language and enriching their learning experience.

IV. Electives and Course Selection Process in Years 3EM and 4°EM for compliance with National and IB Plans and programmes

As mentioned in the previous point, the curriculum for Years 11 and 12 incorporates both mandatory and elective subjects as required by both the Chilean Ministry of Education and the International Baccalaureate Diploma Programme (IBDP).

The IBDP organizes subjects into six groups, plus three core components that are mandatory for all students as they ensure a global perspective of the programme. Students must choose six IB subjects, selecting one subject from each group except for Group 6, which can be replaced by a second subject from another group. This choice must ensure, at least, one humanities subject and one science subject. Of the six chosen subjects, three must be at Higher Level (HL) and three at Standard Level (SL), providing additional elective options for students in Years 11 and 12. To fulfil the core components, students undertake Theory of Knowledge and the CAS (Creativity, Activity, Service) project/Extended Essay.

The specific IB subjects offered at Wenlock School in each group and the levels at which they are taught are detailed in Table 1.

Table 1: Subject Groups, IB Subjects Offered at Wenlock School, Levels, and Core Components

Group	IB Subject	Levels of study
Group 1: Language and literature studies	- Spanish A: Language y Literature	SL / HL
	- English A: Language and literature	HL
Grupo 2: Language acquisition	- English B	HL
Grupo 3: Individual and Society	- Economy	SL / HL
	- History	SL / HL
	- Philosophy	HL
Grupo 4: Science	- Biology	SL / HL
	- Physics	SL / HL
	- Chemistry	SL / HL
Grupo 5: Mathematics	- Mathematics	SL / HL
Grupo 6: Arts	- Visual Arts	SL / HL
Core components	- Theory of Knowledge (TOK)	
	- Creativity, action and service (CAS)	
	- Monography	

If a student certifies the Diploma with the subject English A: Language and Literature, they will obtain a bilingual diploma.

In addition to the subjects required by the IB DP, to comply with the national curriculum for 3EM and 4EM, students must compulsorily take the subjects Citizenship Sciences, Citizenship Education, Guidance, Sports and Physical Education, and an elective subject between Physical Education and Health and Living with Purpose.

As indicated in the previous point, all subjects are developed with their own programmes that incorporate the learning objectives of subjects from the national plan and IB DP subjects.

Prior to subject selection, 2EM students undertake a series of activities aimed at making the best choice according to their interests and vocation. For this purpose, in June they take a vocational test. Then, in August, they participate in a presentation day for the Diploma Programme and each of the subjects taught, in order to make their choice knowledgeably and consciously. This information is also shared with the parents or guardians. Students make their choice after a few days of deliberation through a platform that the IB Programme Coordinator makes available to the students.

To ensure that students can access the combination of electives most in line with their interests and future professional projection, the elective subjects are organized into three groups of time slots called Elective 1, Elective 2 and Elective 3, as shown in Table 3. It is important to note that to teach a subject within any of these three groups, there must be a minimum of five interested students.

Table 3: IB Elective Subjects Available in Each Time Slot (Elective)

Group	Subject
Elective 1	Art, Biology, Economy, History.
Elective 2	Art, Biology, Economy, Philosophy, Chemistry
Elective 3	Art, Economy, Philosophy, Physics, Chemistry

To ensure compliance with the teaching hours defined by the IB DP for higher level subjects, two teaching periods are allocated for the higher level elective subject that has been chosen by the student

– Change of electives:

In 3EM and 4EM, given that the DP has a duration of two years, students only have the possibility to change their elective during the months of March of 3EM and, in exceptional cases, in November of 3EM, except for students who are going to opt to take the exams to certify for the IB Diploma. To do so, they must apply for a change with the IB DP Coordinator.

In the case of requesting a change in November 3EM, students must take a test of relevant knowledge to ensure understanding and mastery of the topics already covered in the first year of the programme of the subject they wish to opt for. Based on these results and other academic background, the IB Coordinator together with the teacher of the subject they are applying for will decide whether or not the application will be accepted.

V. Certification of the DP or specific courses.

At the start of the IB DP in March of 3EM, students declare in an internal registration by the IB Coordinator their intention to take the exams and assessments to obtain the IB Diploma or specific course certification.

At the beginning of the second year of the DP, students ratify this intention and must pay the cost corresponding to the certification they have chosen (diploma or certificates).

Students who certify the diploma or subjects take the external exams in the month corresponding to the session in which they participate and receive their results within approximately two months.

VI. IB DP assessment and certification process or courses for 3EM and 4EM students.

3EM and 4EM students simultaneously follow a curriculum that has the duality of meeting the objectives of the compulsory and elective subjects as described by the national curriculum defined by the Ministry of Education and the objectives defined by the IB DP in each subject.

All students are internally assessed and graded in all subjects of the curriculum, obtaining the grades described in point VII. Grading in this document (page 19).

Students who express an interest in certifying the DP or particular subjects must participate in the certification process described below.

The DP is only assessed by the International Baccalaureate Organization at the end of the two years of instruction. The certification of subjects is done through the process of external examinations which take place on-site at the school and the submission of internal assessments through an IB technology platform. In addition, in order to obtain the IB Diploma, the three core components: Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and a monograph are externally assessed through the submission of the work done in each of them through the same platform.

At the beginning of the IB programme, all students receive a guide for each subject and core component that includes the objectives, skills, concepts, topics, evaluation criteria and grading criteria for each of them in order to obtain the certification. Periodically throughout these two years, the programme's own work and evaluations are guided, modelled and assessed so that they can face the certification process in the best possible way. For these assessments, we work with the IB rubrics and components, which are shared and explained to the students prior to the assessment activity so that they know in advance what and how they will be assessed.

For clarity on the different components and forms of PD assessment, the following definitions will be provided:

- Internal Assessment: is a self-created piece of work per subject (scientific investigations, mathematical explorations, historical analysis, essay construction, etc.) which reflects the work done throughout the two years of the programme within the school. The student will receive a timetable indicating the stages and final delivery of each work. For students who choose to certify the DP or any subject, the internal assessment, once reviewed and marked by their teacher, is sent to the IB for assessment and possible moderation to ensure a common standard with the rest of the schools in the learning community. This assessment is taken by all 3EM and 4EM students and is valid as an internal school qualification.

- External Assessment: these are examinations and/or papers required by the DP in each subject, which are sent for external marking by the IB. This assessment is only taken by students who opt to obtain the Diploma or certificates as it is an essential requirement. Students will receive a timetable indicating the dates for exams and assignments. These examinations are graded using IB defined marking bands from 1 to 7 for each examination and subject at each sitting, with marks in whole numbers, and are not valid as an internal school mark.

The dates and times of external examinations are defined by the IB and must be respected regardless of whether they coincide with national holidays or legal holidays.

- TOK: a core component of the DP which all 3EM and 4EM students must take and is therefore assessed throughout the two years of the programme, with internal grades valid for the school. Students certifying the DP are externally assessed by the IB and receive a grade based on a scale from A to E, with A being the highest and C the minimum pass mark.

- CAS: a core component of the DP undertaken by all 3EM and 4EM students, based on the completion of community service projects. Students will have access to a platform to organise their CAS portfolio, in which they must plan their experiences and projects, make reflections and demonstrate the activities or actions through evidence. The portfolios are individual and must demonstrate that students achieved the learning outcomes expected by the IB for this core subject. Students who do not meet the CAS objectives do not obtain the IB Diploma.

- Monograph: During 3EM and 4EM, all students are required to complete a monograph, a requirement of the IB DP, which encourages higher-level individual study and research experiences. The student chooses a topic related to a subject on which they work during the two years. The progress and final work on the dissertation is assessed internally with an annual grade of 1.0 to 7.0 which is added to the subject in which they are doing their research. This process will be supervised by the Monograph Coordinator.

Students who opt for DP certification have a subject supervisor with whom they work throughout the two years. The monograph is externally assessed by the IB and graded on a scale of A to E, with A being the highest. This process is indicated in the monograph handbook which the student receives at the beginning of the monograph.

In the case of 4EM students who opt to certify the IB DP or courses, the final grades awarded by the IB are based on a grading band of 1 to 7, with grades in whole numbers, and are not valid for promotion purposes. This grading system is explained and modelled to students by their

subject teachers for their knowledge from the beginning of the programme in 3EM and is constantly reinforced throughout the exam preparation classes.

– How the PD certification is calculated.

To calculate a student's total achieved DP score, the marks obtained in each of the six subjects (from 1 to 7) are added together and then between 0 and 3 points from the core components are added. Thus, the highest possible score a student can obtain is 45 points*, as described by the IB in the text 'IB assessment principles and practices: quality assessments in the digital age' (2021): 'the maximum score of 45 is obtained as follows: 6 (subjects) multiplied by 7 (maximum grade), plus 3 (maximum points from core components)'.

This approach implies that NM and NS subjects have the same weight in determining the student's final score.

As stated in the same document 'IB assessment principles and practices: quality assessments in the digital age' (2022), the way to obtain the score assigned by the core components and the impact of these results on the Diploma certification is as follows:

'Theory of Knowledge (ToK) and the Monograph are given alphabetical grades, ranging from A to E. The third core component (Creativity, Activity and Service) does not receive a grade, as it would not be relevant to assess performance in this area.

The core components contribute between 0 and 3 points to the total score achieved in the DP. If the student obtains a grade of E in ToK or in the Monograph, or if he/she does not complete Creativity, Activity and Service, he/she may not be awarded the diploma. To calculate the score, the table in Figure 2 is used.'

Figure 2: Matrix of points for trunk components

	Theory of Knowledge (TOK)					
	Final grade	A	B	C	D	E
Monography	A	3	3	2	2	Exclusive condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Exclusive condition				

Source: IB assessment principles and practices: quality assessments in the digital age, page 163.

- Excluding conditions for the award of the diploma.

As set out in the document 'IB assessment principles and practices: quality assessments in the digital age' (2022), there are nine exclusionary conditions for the award of the diploma and these are described as follows:

- CAS requirements have not been met.
- The total score does not reach 24 points.

An 'N' (no grade awarded) has been obtained in Theory of Knowledge, the Monograph or any of the subjects that count towards the diploma.

- A grade of 'E' (elementary) has been obtained in the Monograph, Theory of Knowledge or both.

A grade of 1 has been obtained in any subject at any level.

A grade of 2 has been obtained on three or more occasions (NM or NS).

A grade of 3 or below has been achieved on four or more occasions (NM or NS).

Less than 12 points have been obtained in NS subjects (for students enrolled in four NS subjects, the three highest grades will count).

Less than 9 points have been obtained in NM subjects (students enrolled in two NM subjects must obtain at least 5 points at this level).

VII. On the assessment:

Due to compliance with Ministry of Education regulations, students in 3EM and 4EM must be assessed on a half-yearly basis. These assessments include objectives from the national plan and the Diploma Programme.

- Types of grading.

Wenlock School will certify each student's annual grades and the completion of Basic and Secondary Education studies. However, the Secondary Education License will be awarded by the Ministry of Education. (Art. 6, Evaluation Regulations).

Students in Basic and Secondary Education are assessed in all subjects of the curriculum of their level. (Art. 8°, Evaluation Regulations).

Grades for the subjects Religion, Meaningful living, Orientation and CAS Workshop will be given with the following concepts: Very Good (MB), Good (B), Sufficient (S), Insufficient (I); and will not affect the final annual average or the promotion of the students. (Art. 7°, Evaluation Regulations).

Each semester, students will obtain partial grades which will be averaged into a semester grade for each subject. At the end of the year, each subject will have a final grade which will be obtained from the average of the semester grades. The student's overall average is obtained from the average of the final grades for each subject (Evaluation Regulation, Article 18, letter h).

4EM students will only have an extended semester from March to September, so they will only have partial grades and one final grade per subject. The overall average of the 4EM will be obtained from the average of the final grades of each subject.

The number of grades and the weights used to calculate the semester grade for a subject in each course shall be consistent with the planning for that subject by the educational professional. This definition and any adjustments deemed necessary shall be based on pedagogical arguments and shall be agreed with the Director of Studies and, in 3EM and 4EM, with the IB Programme Coordinator, and students shall be informed in advance. (Art. 9, Evaluation Regulations).

The school will only carry out semester evaluations and will not apply an annual make-up final exam within the national plan. 4EM students who opt for certification in the Diploma Programme or a specific subject must take the external IB examinations.

Grades for Basic Education and Secondary Education students will be expressed on a numerical scale from 1.0 to 7.0, to one decimal place, rounded to the nearest tenth. The minimum passing grade for each subject, at all levels, is 4.0.

For students from 5th Grade to 4EM, the definition of the percentage of achievement for the minimum pass mark (4.0) and the maximum mark (7.0) will be in accordance with the nature and demands of the assessment, and will be known to the student prior to the assessment.

For 3EM and 4EM, in accordance with the IB Diploma Programme, if a summative assessment uses practice questions or is a MOCK of a subject in the IB Diploma Programme, it must be marked using the specific rubrics for each component and subject provided by the IB and will be graded in relation to the percentages of achievement defined in the IB grading bands. The grade valid for the Ministry of Education that each assessment requires will be obtained by adjusting the IB bands to the national scale.

- Evaluation of the General Elective Curriculum subjects in 3EM and 4EM:

In 3EM and 4EM, the Common Elective General Formation Plan will offer the subjects Religion, Living with Meaning and Physical Education and Health.

If a student chooses Religion or Living with Meaning, he/she will be evaluated with concepts and, as stated in Article 7 of the Evaluation Regulation, it will not affect his/her final annual average or school promotion.

If a student chooses Physical Education and Health, he/she will be evaluated with grades, whose semester average will be incorporated as an additional record to the semester grades for Sports and Physical Education.

- Recording grades in Digital Class Books:

In accordance with our Assessment Regulations, article 18, letter h and j, grades obtained in summative assessments are recorded periodically in the Digital Class Book provided by the Schooltrack platform. At least two grades must be recorded each semester, which must be applied on the following dates:

- First semester: before the May break and before the winter holidays.
- Second semester: before the September break and at the end of the year.

In the event that a student has an outstanding grade, P will be recorded on Schooltrack for the information of the student and the parent/guardian, which will be rectified once the assessment has been given and corrected.

The grades of an assessment must be informed to the student and published in the Digital Class Book no later than 10 working days from the date of application or delivery of the assessment to the teacher.

In Primary and Secondary Education, a Report Card and a Personal and Social Development Report will be issued at the end of each semester, with a copy of each report given to the parent via Schoolnet and another copy filed in the student's personal file.

- Exemption from certain subjects or temporary exemptions:

- Students may not be exempted from any subject in the curriculum and must be assessed in all courses and in all subjects covered by the curriculum (Assessment Regulations, Article 5).
- Notwithstanding the above, Wenlock School will implement the relevant diversifications for learning activities and subject assessment processes in the case of students who so require. They may also make the necessary curricular adaptations, in accordance with the provisions of exempt decrees no. 83 of 2015 and no. 170 of 2009, both from the Ministry of Education, and the IB Inclusion Policy, as indicated in the provisions on curricular

adaptations for students with special educational needs in article 18, letter g of the Assessment Regulations.

– Obligations of students with temporary medical certificates:

As indicated in the Assessment Regulations, Article 18, letter i, if a student is unable to take an assessment because of a medical indication, this does not release him/her from the following obligations:

To attend classes in accordance with the normal class schedule and activities.

In the case of temporary exemption from Physical Education and Health or Sports and Physical Education, to remain physically in the classroom, library, courts or some other place that allows him/her to develop a complementary activity indicated by the teacher of the subject.

During the entire period of exemption, behave in accordance with the rules in force in the school's regulations and comply fully with the deadlines for handing in assignments, oral and/or written tests, or any other subject.

In the case of Physical Education and Health or Sports and Physical Education, the school considers these subjects to be fundamental for the integral development of the students. In this sense, we encourage students who have a physical restriction supported by a specialist to request differentiated work rather than temporary exemption. Teachers will plan and evaluate a workload adjusted to their requirements and limitations.

Students who present several short-term medical certificates during the semester that do not allow them to comply with the normal learning and evaluation processes in Physical Education and Health or Sports and Physical Education, must comply with special work indicated and evaluated by the teachers of the department. This work may be visits to games or tournaments of the Association of British Schools in Chile (ABSCH), dissertation of activities carried out in classes or topics given by the teacher, research work, essays, planning and execution of a part of a class (warm-up, game, activity related to the unit), among others, and the student will be given the work, the evaluation guideline and the due date. The student must respect the guideline given by the teacher and the date of delivery or presentation of the evaluation.

VIII. Special Situations:

Absence for evaluation:

As indicated in the Evaluation Regulations, article 18 letter c, an absence from an evaluation must be:

- the parent must justify the absence in writing, explaining the reason for the absence and in person with the inspector, no later than the day the student returns to class.

- absences from evaluations are excused when a student represents the school in an extracurricular activity scheduled by the school during school hours.

- Failure to excuse absences from evaluations constitutes a serious misconduct in the first instance and a very serious misconduct if the behaviour is repeated.

The recovery of late evaluations due to non-attendance will be carried out as described in the Evaluation Regulations, article 18, letter d.

Misconduct during assessments and measures to be considered to obtain reliable evidence of learning in cases of copying or plagiarism.

In the Evaluation Regulations, article 18, letter p, and in accordance with the IB Academic Integrity Policy and the RICE, the procedures are described in the case of absences during evaluations, which are:

- failure to meet the due date for written assignments, essays, lab reports or other previously scheduled assignments, without justification from the parent,
- failing to attend a make-up test without justification from the parent,
- giving or receiving information orally, through gestures, mimicry or conversation during an assessment,
- carrying, giving or receiving written information on paper, other physical media, digital or technological media, introduced before or during the course of the assessment,
- plagiarizing, presenting as one's own work, work done partially or totally by another person, copied partially or totally from a written or digital media, or having been produced through any platform, software or Artificial Intelligence medium.

According to the General Regulations of the International Baccalaureate Diploma Programme (2016), 'plagiarism is understood as the presentation (whether intentional or unintentional) of the ideas, words or work of another person without adequate, clear and explicit mention of that person' (p.14).

The Oxford Dictionary (2021) defines plagiarism as 'the presentation of an author's idea, work, literary, artistic or scientific work, as if it were one's own. It is therefore essential that when using someone else's ideas, they are cited'.

Likewise, according to the University of Chile Libraries website (2021), the Dictionary of the Royal Spanish Academy defines plagiarism as the action of 'substantially copying the works of others, presenting them as one's own'. Legally, it is an infringement of copyright when an intellectual or artistic work of others is presented as one's own or original.

It is important to consider that plagiarism is committed when (Universidad de Chile, 2021):

- Words or ideas of another, original or modified, are used without citing the author or the source in the bibliographical references.

- The ideas or words of others are falsified.
- Incorrect citation of sources of information.
- Pretending to be the owner of another's work.

To avoid committing plagiarism, sources used in research should be cited correctly according to the appropriate citation standards (University of Chile, 2021). At Wenlock School, the APA standard is used for citing sources.

As indicated in point II. Assessment, Summative Assessment (pages 5 and 6), for work that requires students' own production, the use of artificial intelligence software for the complete production of a piece of work will not be accepted, as the IB states that work constructed using these technologies is not considered work in its own right and as such is inappropriate behaviour and should be sanctioned (Dr Matthew Glanville, Head of Assessment Principles and Practice, March 2021). As stated in the Summative Assessment section, all work will be scanned during and upon completion on the Turnitin anti-plagiarism platform.

In cases of copying or plagiarism, the measure to be considered to obtain reliable evidence of learning is that students will be required to take a new assessment, written or oral, on the same day or another day as indicated by the teacher, which will be formatively assessed.

Curricular adaptations for students with special educational needs:

Students who have special educational needs may opt for curricular, access or objective adjustments, as appropriate to the student. These are described in detail in the Evaluation Regulations, article 18, letter g: Diversification of evaluation in order to better serve the diversity of students and in the IB Inclusion Policy.

In the case of 3EM and 4EM students studying the IB Diploma Program, requests for curricular adaptation must be evaluated and designed on a case-by-case basis by the subject teacher, the IB Program Coordinator and the educational psychologist. (o) and/or psychologist of the level to ensure compliance with the demands and requirements of evaluation and registration of evidence of learning of the IB.

In the case of students who will certify the Diploma Program and/or subjects and require authorization from the IB, the DAPP together with the Program Coordinator will submit the request for inclusive evaluation adaptation along with the documents required by the IB.

IX. Promotion:

As stated in the Evaluation Regulations, article 10, the promotion of a course for the Chilean education system, considers jointly the achievement of the learning objectives of the subjects of the study plan and attendance to classes.

Students who do not meet the requirements for achievement of objectives and attendance established in the Evaluation Regulations will not be promoted to the corresponding course. As stated in the Evaluation Regulations, article 11, Wenlock School, through the principal and his management team, will analyze the situation of those students who do not meet the aforementioned promotion requirements to decide on their promotion or repetition. This analysis will be of a deliberative nature, based on information collected at different times during their school career, obtained from various sources and considering the vision of the student, his father, mother or guardian.

The criteria for promotion of students for the National Plan have no bearing on the certification of the IB Diploma or subjects. Likewise, the certification of the IB Diploma does not ensure course promotion according to the requirements of the National Plan.

- Criteria for resolving special evaluation and promotion situations during the school year.

Evaluation, grading and promotion situations for students not provided for in the Evaluation Regulations or in this Evaluation Policy will be resolved by the principal together with the management team, Head of Seniors and in consultation with the faculty council.

The resolution of special evaluation and promotion situations in relation to requests for early closing of the school year for health reasons, school exchange or change of address, can be reviewed in detail in the Evaluation Regulations, article 18, letter I.

The request for closing the year for health reasons, according to our experience, is an extreme measure that should be avoided for the overall well-being of the student. When the school year is closed at the request of a doctor, the student cannot attend school and his/her participation will be suspended in school activities such as tournaments, study trips, conferences, among others, with the exception of the following 4EM activities: Final Reflection Day, farewell with parents and graduation ceremony.

In the face of a measure like this, it is important to consider that the year-end will be done with the grades existing at the closing date and if the student is in a situation of repeating a year, this will be effective.

The early closing of the school year can be done only once between 1EM and 4EM.

The final promotion status of all students must be resolved at the end of each school year.

X. Final Rules

All provisions of the Assessment Regulations and this Assessment Policy, as well as the mechanisms for resolving the special situations mentioned and any other decisions taken based on them, may not constitute any type of arbitrary discrimination against members of the

educational community, in accordance with current regulations. (Art. 19, Assessment Regulations)

Details on the closing of the school year, grade and promotion records, fortuitous situations that affect the closing of the school year or others, can be reviewed in the Assessment Regulations, articles 20 to 24.

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