

ASSESSMENT

Lower School Marking and Grading Policy

With the exception of regular spelling and mental Maths test, which are generally marked out of ten, Lower School assessment is as follows:

1. Evaluations take place regularly and may be;
 - a. Written
 - b. Oral
 - c. Team based
 - d. Performance
 - e. Observation
2. Notification of written tests will be posted on the calendar within the departments section of the school website, although on occasion they may take place without prior notice.
3. Duration of written tests will be carefully planned in accordance with the age and abilities of the students in question.
4. Written tests will not indicate a numerical worth, in order that the atmosphere of intense competition and test pressure is minimised between our younger students.
5. Return of Written Evaluations:
 - a. **Reception – Form 3:** All written evaluations will be returned to the student (with the exception of our younger students occasionally) with a constructive comment written by the teacher.
 - b. Evaluations will **not** have a quantitative mark or percentage, instead the student will be praised by the teacher for work well done and guided through areas that need reinforcement in the form of written comments and/or oral feedback where appropriate.
 - c. Teachers will keep a record of every student's progress in order to monitor progress which will be communicated with parents in reports, parents' evenings, meetings, etc.

- d. **Form 4:** Evaluations will be returned to the student with a constructive comment and a grade. The grades will be in accordance with the grading system in upper school in order to familiarise students with the grading and marking system in upper school. Please refer to the grades listed below in order to see the range of percentages included in each.

Grade:

- A* 90+
- A 80-89
- B 70-79
- C 60-69
- D 50-59
- E 40-49
- F 30-39

Upper School Marking and Grading Policy

Upper School assessment is as follows:

1. Evaluation of students take place regularly and is in the form of
 - a. Written; tests, essays, projects, examinations
 - b. Oral
 - c. Team based
 - d. Performance
 - e. Observation
 - f. Self and Peer Evaluation
 - g. Multi-media
2. Notification of written tests and more complex projects will be posted on the calendar within the departments section of the school website, although on occasion they may take place without prior notice.
3. Written work will be graded according to a rubric of assessment that students will be aware of in advance. This rubric will include both quantitative and qualitative criteria with all numerical values being collated and converted into percentages at key moments during the year. Teachers are expected to return work within one week of receiving it and will review all assessment with the students.

4. Teachers will collate the student's marks for each subject into an average percentage at 5 key moments during the year for students in Forms 5 to 12 . These are called Mark Orders.
5. Mark orders will incorporate all forms of assessment with the exclusion of mid-year and end of year examinations. The exact mix of the different methods of assessment will depend on the subject and topic being assessed.
6. In addition to the Mark Orders which contain the average grades for a specific period, internal examinations are usually sat in December and June for students in Forms 5 to 9 and in January for students in Forms 10 to 12 (Mock Exams). Students in Form 9 will be taking the IGCSE external exams in First Language Portuguese, Second Language English, Second Language Spanish and Mathematics CORE. For Mathematics they will therefore not sit an internal exam in December, only to sit the Mock exam in January. Due to the fact that the language exams have a different structure, students will sit this exam both in the December session and the Mock session. External examinations are held primarily in May and June for students in Forms 10 to 12 (although in a few disciplines this also applies to Form 9) and again in October and November for retake examinations.
7. Twice per year written reports summarising a student's progress and informing parents on what the student needs to do to move forward are posted on the school website in January and June. These written comments are accompanied by a letter grade (based on external examination criteria) indicating academic performance and a numerical grade indicating effort.

Academic Grade: A* 90+; A 80-89; B 70-79; C 60-69; D 50-59; E 40-49; F 30-39

Effort Grade: 1 – Excellent effort; 2 – Good effort; 3 – Satisfactory effort; 4 – Needs improvement; 5 – Unacceptable effort

8. The calculation of Report grades is made using an excel spreadsheet with embedded formula. The work done at the start of the year is given a lower weighting than the work done at the end of the year. The formula is too complicated to explain in writing but if parents wish further clarification and a demonstration as to how this works they should make an appointment at the school office.

Mark Orders include class work, class tests, homework, projects, oral contributions and presentations. (This is not an exhaustive list). Mid Year Examinations cover work from the first half of the year, End of Year examinations cover work from the first and second half of the year, Mock Examinations are real past examination papers from the University of Cambridge covering the entire curriculum covered.

9. Internal Tests and Exams

- Internal Tests:

Students in Forms 5 to 12 who are absent for a test will have the opportunity to re-sit this test when possible and if timetable changes allow.

- December Exams (Forms 5 to 9):

Students in Forms 5 to 9 who do not take the December exams due to absence will NOT have the opportunity to re-sit these exams. The formula for the final report grade attributed in January will be adjusted so as not to take into account this grade.

- June Exams (Forms 5 to 9):

Students in Forms 5 to 9 who do not take an end of year examination due to absence or who do not pass the examinations will not receive an academic grade in the end of year report. These students will need to take an examination in the relevant subject in September of the following academic year and the grades will be updated accordingly and parents reissued with the reports.

Students in Form 9 that will not be choosing to follow a subject they have not passed the end of the year exam in,

in Form 10, will not need to repeat the exam and will be given a grade in the report.

- Mock Exams (Forms 9 to 12):

Students in Forms 9 to 12 who do not take the Mock exams due to absence will NOT have the opportunity to re-sit these exams. The formula for the final report grade attributed in June will be adjusted so as not to take into account this grade.

Extra Curricular Activities

Most international universities assess a student's application on academic merit and broader criteria that includes the development of the whole person. In this respect CLIB provides opportunities for students to develop additional and relevant skills and experiences through the CASE (Community and Self Enrichment Programme) that is a key component of the Tutorial and Pastoral care provided in Forms 5 to 12. Records of achievement are maintained by all students within their Form Class and these will be built up into comprehensive portfolios of evidence enabling our students to compete strongly with students from around the world for limited university places.

All contributions by a student to the CASE programme will be assessed by the activity leader and through self and peer evaluation. Students will have the possibility of achieving a Distinction, Merit or Pass in the Case programme which will contribute 10% towards their final school graduation.

External Examinations (refer to specific table with additional costs)

Students at CLIB are being prepared for the internationally recognised qualifications set by the University of Cambridge (UK) examination board.

Forms 8 to 10

Students in Forms 8 to 10 follow curriculum for IGCSE – International General Certificate of Secondary Education. These qualifications are

not used as part of the media required for entrance into Portuguese universities but can prove beneficial in assisting a student's access to universities around the world.

Subjects on offer in Form 8 and 9 include; Mathematics, Physics, Chemistry, Biology, Business Studies, Geography, History, English Language, English Literature, Portuguese Language, Spanish Language and Art. In Form 10 students may begin to make specialist choices and will need to choose between History and Art. Because some students demonstrate a certain security in their choices, and the school therefore likes to allow, if this is supported by the parents, that students drop one more subject. The student may choose to drop one subject under the school psychologist indications.

Forms 11 and 12

Students in Forms 11 and 12 follow curriculum for the AICE Diploma – Advanced International Certificate of Education. The AICE diploma incorporates two matriculation pathways for universities here in Portugal and abroad. These are the AS level and A2 level examinations.

The AICE diploma is what gives our students equivalence to the Portuguese national programme and in order to pass Form 12 students must pass the AICE diploma. To pass the AICE diploma students must have a minimum of a pass in 6 credits across the 3 key areas of Maths and Science, Languages, and Arts and Humanities with at least 1 credit being from each of the three areas, and 1 additional credit from a compulsory subject called Global Perspectives and Research.

1 credit is equivalent to the AS level examinations which are the lower level examination on offer and studied in both Form 11 and Form 12. These are generally 1 year programmes of study and students are able to study up to 8 different disciplines. Students wishing to study at a Portuguese university only need to pass the AICE diploma with 6 1 credit AS level subjects.

2 credits is equivalent to the A2 level examinations which are the higher level examinations on offer and incorporate the 1 year AS level and a 1 year A2 component. Students wishing to study in the UK and elsewhere around the world need at least 3 A2 level examinations excluding language. This means that they must do more than the basic AICE diploma requires. On average students at CLIB will complete 4 A2 levels and 1 AS level if they are aiming to study outside of Portugal.

Choosing subjects in Forms 11 and 12

Students will receive guidance during Forms 8 to 12 to help them determine which career path they wish to pursue at university. With this information we are able to advise them on which subjects and level they must have and which they do not need.

Towards the end of Form 10 students make provisional choices for the subjects they wish to study to AS level in Form 11 and which of these they will pursue to a higher level in Form 12. Whilst we aim to offer students a free choice this is not always practical or advisable as there are timetable restrictions meaning certain combinations of subjects may not be studied and also work load considerations. These decisions are made on an individual basis with the interests of the individual student as the focus.

At CLIB we will ensure that students are able to pursue courses that will enable them to achieve their objective as long as their objective is achievable in the timeframe of Form 11 and 12. There will be times where we will not be able to permit the study of some desired subjects because this negatively impact on their chances of achieving their stated objectives.

Equivalence – Official Ministry of Education Conversion

Cambridge attributes the following points and grades to each discipline within the AICE diploma:

A2 – 2 credit advanced level courses (A Level)

AS – 1 credit advanced subsidiary level courses (AS Level)

AS LEVEL		A2 LEVEL	
Grade	AICE Points	Grade	AICE Points
		A*	140
A	60	A	120
B	50	B	100
C	40	C	80
D	30	D	60
E	20	E	40

The Ministry of Education in Portugal converts the AICE diploma points into the Portuguese system as follows:

A.I.C.E. Diploma

AICE	Sistema Português
420	20 valores
410	19.6 valores
400	19.3 valores
390	18.9 valores
380	18.6 valores
370	18.2 valores
360	17.9 valores
350	17.5 valores
340	17.1 valores
330	16.8 valores
320	16.4 valores
310	16.1 valores
300	15.7 valores
290	15.4 valores
280	15 valores
270	14.6 valores
260	14.3 valores
250	13.9 valores
240	13.6 valores
230	13.2 valores
220	12.9 valores
210	12.5 valores
200	12.1 valores

190	11.8 valores
180	11.4 valores
170	11.1 valores
160	10.7 valores
150	10.4 valores
140	10 valores

Passing from Form 10 to Form 11

The academic programme in Form 10 follows the IGCSE examinations from the University of Cambridge and the programme in Form 11 the AS level examinations from the same examination board. These have already been outlined above.

Students will notice a very great step up from Form 10 to Form 11 in terms of the academic level and skills required, and unless they have a strong academic foundation in the subjects they wish to study in Form 11, or at the very least in a subject in a similar area, they will struggle to achieve the necessary grades to move onto the university of their choice.

In order to establish a greater level of responsibility in our students we will be implementing the policy that unless a student has achieved a grade C at IGCSE level, in Form 10, they will not, automatically progress to studying that subject in Form 11.

Students that achieve a grade D in the IGCSE examinations will not have a strong enough foundation to achieve the highest level in the AS and A2 examinations studied for in Form 11 and 12. However, we do accept that the level of language of our students and their maturity will improve progressively and we will accept these students into Form 11 on condition that

1. they are monitored more closely by both the school and parents
2. parents take a more proactive role in their education ensuring that appropriate conditions and time for study are provided for outside of school and that the necessary programme of support is provided for.

3. there will also be a contract between all 3 parties establishing the conditions of passage and stating unequivocally the schools concerns and the responsibilities of the students and parents.

Students that achieve a grade E or lower will be unable to study their preferred subject at AS level. The inclusion of students with such a weak foundation will undermine the chances of success of the other students in the class who will be adversely affected by the additional differentiation that would be required from the teacher.

Naturally each student's situation will be analysed individually and the context of the grades achieved as well as the actual grades themselves will be taken into consideration.

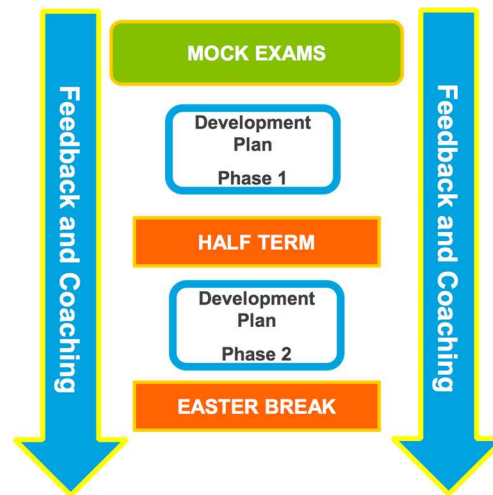
Passing from Form 11 to Form 12

When a student concludes Form 11 with very low internal grades (below 50% failure grades), the school reserves itself the right to decide that this student will repeat Form 11.

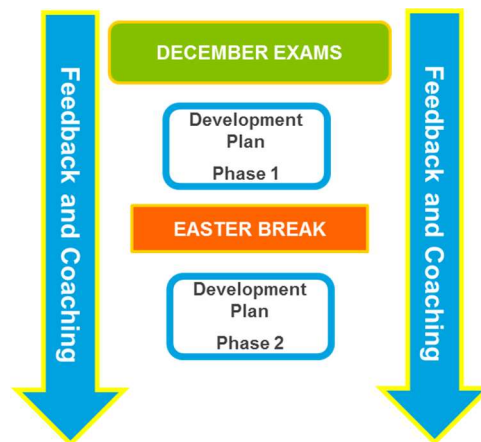
Study Plan Policy

Upper School subject teachers are responsible for placing their students under personalised revision plans after the first exam period, in order to ensure that students have a structured development plan to guide their studies and their learning based on difficulties detected.

For students in Forms 10 to 12, this will take place in January straight after the Mock Exams. Teachers will base their revision/development plans on students' performance in the Mock Exams, thus ensuring that any gaps and difficulties are developed to guarantee students' success in the May/June examination period. This plan will be revised during the half-term and re-adjusted for the period before Easter Break if necessary.



For students in Forms 5 to 9, this will take place in January straight after the Christmas break. Teachers will develop personalised revision/development plans based on students' performance on the December exams, providing a clear guideline to support students in their studies throughout the Spring Term. This plan will then be revised at the end of the Spring Term, and re-adjusted for the Summer Term in order to ensure preparation for the June Exam period.



Students will receive constant feedback and coaching from teachers once they have been placed under the development/study plan.