EL ALTILLO INTERNATIONAL SCHOOL | iSP International Schools Partnership

ASSESSMENT POLICY

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ASSESSMENT IN COMPULSORY SECONDARY EDUCATION
AND THE MIDDLE YEARS PROGRAMME

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1. Introduction. Assessment at El Altillo International School. Foundations in its philosophy of learning.

As a general principle, assessment at El Altillo International School is grounded in our understanding of learning as a continuous process of improvement and reflection. Assessment is not simply grading: it means understanding how and why students are learning, while recognizing the value of effort, perseverance and personal growth. Every student progresses through meaningful experiences involving challenges in which mistakes become opportunities to grow, and in which progress and self-improvement, rather than the final result, are the true measure of success.

Our approach to assessment combines evidence gathered over time—data, results and observations—with real-time evidence collected in the classroom through Learning Visits and conversations about learning. This triangulation allows us to assess not only what a student knows, but how they are learning, which strategies they use and what support they need to continue improving.

Assessment also helps students become aware of their own learning process. We therefore encourage students to talk about what they learn and how they learn it, a practice that promotes metacognition, independence and responsibility while strengthening their confidence to tackle new challenges.

In this sense, assessment is understood as a tool for learning and not only of learning: it enables us to identify when a student is learning something new, consolidating learning or experiencing a plateau, and to offer timely, constructive feedback that guides progress toward deeper understanding.

Thus, assessment at El Altillo International School does not seek to compare students but to advance individual and collective progress, recognize effort and support each student on a path toward learning that motivates, transforms and has a strong, lasting impact.

2. Purpose and objectives of assessment in compulsory secondary education at El Altillo International School.

At the compulsory secondary education stage, we believe assessment plays a valuable and essential role in our educational programme. Varied, structured assessments throughout the academic year provide teachers, parents and students with constructive feedback on attitudes, effort and classroom progress.

Our assessments aim to provide information to teachers, parents and students and to ensure that educational achievements and successes are celebrated, an essential part of our school philosophy. They also provide the school with ongoing progress data so that it can monitor development and, where necessary, implement appropriate and effective intervention strategies.

At El Altillo International School, we ensure that our assessments cover knowledge, skills, understanding and attitudes and that they offer academic and personal guidance, enabling us to check and confirm progress in every aspect of each student's educational journey.

In each subject, students therefore receive an achievement level after every assessment, examination or test, as well as constructive feedback based on projects completed in or outside class. This provides a comprehensive picture of their progress across all areas and subjects, together with valuable interaction with their teacher or tutor.

3. Assessment in the Middle Years Programme.

The assessment policy stems from the assessment philosophy and principles of the IB and the school, which must be consistent with each other. It is shaped by educational and pedagogical values and therefore states the intentions and actions, principles and practices needed to achieve educational objectives relating to every aspect of assessment.
Formulating and implementing an assessment policy helps the school actively commit to meeting the IB's assessment expectations and develop them in the context of its particular circumstances.

The assessment policy should include:

- An assessment philosophy that supports student learning.
- Common practices for using MYP assessment criteria and determining achievement levels.

- Common practices for recording and reporting student achievement. • The implementation of formative and summative assessment consistent with IB expectations.
- An explanation of the relationship between MYP assessment principles and practices and mandatory grading and reporting systems (for schools required to comply with local, state or national requirements).

Effective assessment policies also consider deadlines and the demands they place on students and teachers, for example in terms of workload and well-being; plans for communicating assessment information to staff and the wider school community; a process for obtaining feedback; and a system for reviewing policies periodically.

Everyone involved in assessment—students, teachers, parents and school leaders—must clearly understand its purposes and practical application in the programme.

4. Types of assessment

Formative assessment

The aim of this type of assessment is to provide ongoing feedback through regular written or oral communication. A discussion, explanation or debate at the end of or throughout a unit is a prime example.

Summative assessment

The aim of this type of assessment is to evaluate the learning and understanding achieved at the end of a topic, unit, assessment period or school year. It usually takes the form of one or more written examinations, although other formats may be used depending on the unit, topic and subject.

Skills-based assessment

The aim of this type of assessment is to evaluate and ensure student progress in a range of skills and approaches to learning that traditional summative or formative assessments may not cover.

These skills may include international-mindedness, communication, collaborative and independent work, research and self-management, critical thinking and transfer of knowledge.
These assessments are at teachers' discretion, but they are discussed regularly with students and during tutorials and/or communications with parents.

Internal assessment
Each internal assessment at El Altillo International School takes place in a formal examination setting, with the aim of preparing students for future external examinations. This is particularly important for groups preparing for external language examinations in English—Cambridge University and Trinity College—and French—Institut Français and Alliance Française.

One way to ensure that these age groups gain experience for such examinations is to hold formal mock examinations at different times of the year so that they can prepare as effectively and thoroughly as possible.

External assessment
Our external examinations are overseen and administered by heads of department and teachers with extensive experience and training in these examinations.
External agencies have accredited the school and approved it as an examination centre for Cambridge and Institut Français.

5. Successful assessment for learning

El Altillo International School recognizes the importance of conducting formal and informal assessments to rigorously ensure that students receive an education rich in skills, knowledge and deep understanding.

We believe that effective assessment for learning must be built on the following elements, each of which, when followed, helps ensure that a student receives a high-quality, balanced and individualized education.

1. Assessment for learning is essential to classroom practice. At El Altillo International School it is clearly not limited to an end-of-year test; rather, it is central to how our teachers conduct and develop their units and lessons and helps ensure genuine learning and achievement for every student.

2. This enriching holistic approach means that objectives can be individualized so that each student can meet them in a personalized way in every subject and class. With a sound data system and communication among stakeholders, we can focus on these individual needs and monitor them effectively.

3. How students learn is fundamental: students are individuals and our strategies must therefore be flexible and personalized. This requires teachers to use a variety of assessment methods.

This means students and parents can receive assessment data on academic ability or specific skills, ensuring that students understand their strengths and areas for improvement so that they can continue to progress.

4. Effective teacher planning ensures both individual and group progress and assessment aligned with objectives. Alongside regular, open communication with students and parents, it is of outstanding importance throughout the year.

5. Student self-assessment and peer assessment are also particularly important, giving students the opportunity to develop the skills to evaluate their own progress through assessment and comparison with others.

Self-assessment enables students in all subjects to recognize and reflect on achievements and areas for improvement and to develop essential independent skills.

6. Encouraging student motivation is key to progress. At El Altillo International School, we ensure that students are given realistic goals to aspire to in order to maximize motivation.

All assessments are compared against individual aims and objectives and shared with students at the end of the assessment period to review and confirm whether the intended objectives have been met.
Setting realistic, achievable objectives is very important to maintaining motivation and giving students the best opportunity to succeed and achieve.

7. Promoting an understanding of objectives, criteria and progression is essential, because all teaching rests on the need for concrete, achievable and appropriately graded objectives for students.
Throughout the units and at the end of each assessment period, we assess what the student is working on, their ability and current level of achievement in relation to the objectives and their prospects of reaching the next level under the assessment criteria.
This provides a clear path for students, teachers and parents to work toward common objectives.

6. Specific assessment information

Compulsory secondary education

- Checks and feedback during lessons
- Group assessments
- Project skills assessments
- End-of-unit assessments
- End-of-assessment-period assessment
- End-of-year assessment
- Practical examinations
- Oral examinations
- External examinations

7. Monitoring and data analysis

Data enable all stakeholders to effectively monitor whether students are achieving clear objectives and outcomes consistent with the work they do.

Data are therefore an immensely valuable tool in the shared educational work of parents, students and teachers.

Coordinators, the guidance department, teachers and tutors play a key role in producing the main monitoring documents for each period and stage. These provide constructive feedback to students and parents, with a period of provisional information well in advance of the communication of final results.

8. Role of the teacher

All teaching staff at El Altillo International School must: -Recognize that all students can always improve, bearing in mind that each does so at their own pace. -Plan opportunities and strategies to help students understand what, how and why they learn.
-Recognize that good assessment is an essential part of teaching and learning through reflection, dialogue and action planning.
-Be aware of the emotional impact of comments, grades and marks; continually provide positive, constructive oral and written feedback that recognizes achievement and improvement and focuses on the work, never the person.
-Praise progress and reward achievement through comments and the school's praise and reward systems.
-Understand student motivation, emphasizing progress and achievement rather than mistakes and failure, and avoid comparing students with others.
-Be clear about students' strengths and how to develop them, their potential areas for improvement and the next steps needed for progress.
-Encourage independent learning by enabling students to take responsibility for their learning and develop reflection, self-assessment and the ability to identify next steps.
-Recognize that assessment for learning should be used in every area of educational activity and should enable all students to reach their full potential and have their achievements recognized.
-Ensure assessment is fit for purpose and varied, and use it to inform future planning and teaching.
-Provide regular, detailed information about students' work, ensuring that they know the next steps toward achievement.

-Ensure that objectives are set with students' knowledge and agreement.
-Ensure that all data are entered and recorded correctly.

9. Role of the department

All heads of department at El Altillo International School must:

-Organize schemes of work (medium- and long-term plans) that regularly develop assessment for learning and provide students with quality information. -Ensure that teachers monitor and moderate cumulative assessments for consistency, review progress across year groups in each assessment period using different assessment methods, and adjust the curriculum in response to needs.

10. Role of the Secondary Coordinator

All coordinators play key roles in organizing ongoing assessment for learning at El Altillo International School and must:

-Monitor academic and skills progress throughout the year across the stage's different years and groups.
-Ensure individual or group problems are identified. -Establish intervention techniques and tools and ensure their implementation to support effective, optimal progress in students' knowledge, skills and understanding.

11. LOMLOE regulatory framework for assessment

Chapter III of the Organic Law on Education, 'Assessment, promotion and certification,' provides that assessment in compulsory secondary education shall be as follows:

1. Assessment of students' learning shall be continuous, competency-based, formative, comprehensive, differentiated and objective according to the different curriculum subjects, and shall be a tool for improving both teaching

and learning. It shall use the assessment criteria of the different curriculum subjects as benchmarks to measure the degree of attainment of specific competences. 2. Assessment shall be comprehensive, taking into account all elements of the curriculum. In assessing students' learning, consideration shall be given to the degree of attainment of specific competences
through meeting the associated assessment criteria.

3. The comprehensive nature of assessment shall not prevent teachers from assessing each subject separately according to its assessment criteria, which are directly linked to specific competences and indicate their degree of development. 4. Assessment shall be continuous because it is embedded in teaching and learning and takes account of student progress, so that difficulties can be detected as they arise, their causes identified and, accordingly, the measures needed to ensure acquisition of key competences and appropriate continuation of learning adopted in accordance with Chapter V of Decree 102/2023 of 9 May.

5. The formative nature of assessment shall foster continuous improvement in teaching and learning. Formative assessment shall provide information that makes it possible to improve both the processes and the outcomes of educational intervention.

6. Students have the right to be assessed on fully objective criteria and to have their dedication, effort and performance assessed and recognized objectively. They also have the right to know their assessment results so that the information obtained has formative value and engages them in improving their education.

7. To ensure objectivity and transparency, at the beginning of each academic year teachers shall inform students of each subject's assessment criteria, including subjects pending from previous years, and of the assessment and grading procedures and criteria.

8. Likewise, assessment of students shall take into account the assessment, grading, promotion and certification criteria and procedures included in the school's Educational Project.

9. Schools' Educational Projects shall establish how students and their parents or legal guardians participate in the assessment process. Schools shall also establish in their Educational Projects how parents or legal guardians, or adult students themselves, may request clarification about the learning process through the tutor and obtain information about procedures for reviewing grades.

10. Schools shall establish in their Educational Projects the processes by which assessment, promotion and certification criteria and procedures will

be made public, in accordance with current regulations, as well as the instruments used to assess learning in each subject.

Assessment procedures and instruments.

1. Teachers shall preferably assess students through continuous observation of their learning progress in relation to the assessment criteria and degree of development of each subject's specific competences.
2. Assessment criteria must be measurable, so objective mechanisms must be established to observe the actions they describe.
3. Mechanisms ensuring objective assessment must be specified in teaching plans and adjusted in light of the initial assessment of students and their context.
4. Student assessment shall use various instruments, including questionnaires, forms, presentations, oral presentations, document editing, tests, observation scales, rubrics and portfolios, consistent with assessment criteria and students' individual characteristics. This ensures that assessment responds to the principle of addressing diversity and individual differences. Co-assessment, peer assessment and student self-assessment shall be encouraged, strengthening students' ability to judge their own achievements in a given task.
5. Assessment criteria contribute equally to the degree of development of each specific competence and shall therefore carry equal weight when determining that degree.
6. Promotion and certification criteria included in the Educational Project must refer to the degree of development of the operational descriptors in the Competence Profile and, where appropriate, the Exit Profile, as well as attainment of the specific competences in the various subjects.
7. Teachers shall assess both student learning and their own teaching practice, specifying appropriate procedures in their teaching plans.

Implementation of assessment processes

Initial assessment.

1. Initial assessment of students must be competency-based and use the subjects' specific competences as its benchmark and starting point for decisions. It shall primarily take into account daily observation and other

tools. Initial assessment shall in no case consist exclusively of an objective test.

2. The results of this assessment shall not appear in official assessment documents.

3. During the first days of the academic year, the tutor and teaching team for each group shall analyze the previous year's reports to understand students' educational development, any educational measures taken and relevant aspects of their prior education. The teaching team shall also conduct an initial assessment of students' level of development of the specific competences in the applicable subjects.

4. Before 15 October, a teaching coordination meeting shall be convened to analyze and share the conclusions of this initial assessment. This shall provide guidance and serve as a reference for decisions about teaching plans and curriculum development, adapted to students' characteristics and level of development of their specific competences.

5. The teaching team, advised by the guidance department, shall propose and adopt measures to address diversity and individual differences for students who need them.

Continuous assessment.

1. Continuous assessment takes place throughout the learning process, making it possible to identify student progress before, during and at the end of the educational process and to adjust teaching and learning plans where necessary.

2. Continuous assessment sessions are meetings of each group's teaching team, coordinated by the tutor or, in the tutor's absence, a person designated by school leadership, for the purpose of exchanging information
about student progress and making collective, consensual decisions to improve teaching, learning and teaching practice. These sessions shall take place at the end of the first and second terms of the school year. 3. The evaluation of the outcomes of these decisions and agreements shall be the starting point for the next continuous or ordinary assessment session, as appropriate.

4. In continuous assessment sessions, the team shall agree what information about each student's learning process will be communicated to the student and family, in accordance with the school's Educational Project and applicable regulations. This information must indicate possible factors affecting learning and progress and, where appropriate, recommendations or guidance for improvement.

5. The results of these sessions shall be recorded in the relevant minutes and expressed using qualitative terms: Insufficient (IN) for failing grades,
Sufficient (SU), Good (BI), Very Good (NT) or Outstanding (SB) for passing grades.

6. To guide families, parents or legal guardians shall also receive an informative report card with qualitative and numerical grades as follows: Insufficient (IN): 1, 2, 3 or 4; Sufficient (SU): 5; Good (BI): 6; Very Good (NT): 7 or 8; Outstanding (SB): 9 or 10.

7. The tutor for each group shall draw up minutes of the sessions recording decisions, agreements and measures applied to address diversity and individual differences.

Assessment at the end of each academic year.

1. At the end of each year of the stage, the teaching team shall assess students' progress in the different subjects in a single ordinary assessment session.

2. Ordinary assessment sessions are meetings of each group's teaching team, coordinated by the tutor or, in the tutor's absence, a person designated by school leadership, at which students' final assessment is decided. Decisions shall be made collectively and by consensus to improve teaching, learning and teaching practice. If there is no consensus, decisions shall be made by a two-thirds qualified majority of the teaching team. The team may seek advice from the school's guidance department. The session shall take place after the teaching period ends and no earlier than 22 June.

3. At ordinary assessment sessions, the teacher responsible for each subject shall determine its grade based on attainment of the subject's specific competences. Assessment criteria shall be used to determine the degree of attainment of those competences.

4. Under Article 31.3 of Royal Decree 217/2022 of 29 March, where a learning area combines different subjects, the assessment result shall be expressed as a single grade, without prejudice to procedures for keeping students and their parents or legal guardians informed of progress in each subject. 5. At the ordinary assessment session, the team shall agree what information about each student's learning process will be communicated to students and families in accordance with the school's Educational Project and applicable regulations. This information must indicate possible factors affecting learning and progress and, where appropriate, recommendations or guidance for improvement.

6. At the end of the school year, if a student has not passed a subject, the responsible teacher shall prepare a report specifying at least the specific competences and assessment criteria not met. The report shall be given to the parent or legal guardian at the end of the year and deposited with the head of studies as a reference for the learning support programme in the following year, or the same year if the student does not progress.

7. Following ordinary assessment sessions, parents or legal guardians shall receive an informative report card on the terms set out in Article 13.6.

8. The tutor for each group shall draw up minutes of the sessions recording grades in the terms set out in Article 13.5, as well as decisions, agreements and measures applied to address diversity and individual differences for each student.

9. Results for subjects pending from previous years shall likewise be entered in assessment records and students' files and academic transcripts.

10. The average grade for each year and at the end of the stage shall be calculated as the arithmetic mean of grades in all subjects studied, rounded to the nearest hundredth and rounded upward in the event of a tie. For a standardized average in competitive procedures involving academic records, Religion and educational support subjects shall be excluded, as provided in the first additional provision of Royal Decree 217/2022 of 29 March. These grades shall be entered on academic certificates and transcripts for use in relevant competitive procedures.

11. At the end of the stage, where the teaching team considers that a student has demonstrated excellent academic development, the student shall be awarded an Honourable Mention in a subject. This shall be recorded on the student's academic transcript. Schools shall establish in their Educational Projects the procedure for awarding Honourable Mentions.

Diagnostic assessment.

1. Under Article 17.1 of Decree 102/2023 of 9 May, all schools shall conduct a diagnostic assessment of the competences acquired by students in the second year of compulsory secondary education. It shall have no academic consequences and shall be informative, formative and advisory for schools, teachers, students and their families or legal guardians, and the wider educational community.

2. The teaching staff shall analyze both the process carried out and the students' level of competence and submit that analysis to the School Council for its information.

Assessment of students with specific educational support needs. Principles and measures for assessing students with specific educational support needs.

1. Assessment of students with specific educational support needs in compulsory secondary education shall be governed by the principles of normalization and inclusion and ensure non-discrimination and effective equality of access to and continued participation in the Education System. Measures addressing diversity and individual differences under this Order and other applicable regulations shall be taken into account.

2. Pursuant to Article 22 of Decree 102/2023 of 9 May, appropriate measures shall be established to adapt access and assessment conditions for students with specific educational support needs, as recorded in their psychoeducational assessment report. These include adapting the format of assessment tests, extending the time allowed or using different assessment methods reflecting the variety of ways to record acquired competences. Such adaptations shall under no circumstances be used to lower grades awarded.

3. Decisions on the assessment, promotion and certification of students with specific educational support needs shall be the responsibility of the teaching team, advised by the guidance department and taking account, where applicable, of the shared tutoring arrangements referred to in regulations governing school organization and operation. Article 14.2 shall also be observed.

4. Students with significant curriculum adaptations in a subject shall be assessed against the curriculum elements set out in the adaptations defined in Article 50. In such cases, official assessment documents shall specify that the grade in adapted subjects refers to the assessment criteria in the adaptation, not those of the student's enrolled year.

5. In assessing students who enter the Education System late and receive specific support because of serious deficiencies in Spanish-language communication, the reports prepared by the teachers responsible for that support shall be taken into account.

6. Students enrolled in the year immediately below the year corresponding to their age under Article 21.4 of Decree 102/2023 of 9 May may join their age group when the tutor, with the agreement of the teaching team and advice from the guidance department, considers that

they have overcome their curriculum gap. If the teaching team disagrees, the decision shall be taken by simple majority.

Student promotion.

1. Under Article 14 of Decree 102/2023 of 9 May, students shall progress if they have passed all subjects taken or have failed one or two subjects, or if the teaching team considers that the subjects
they have not passed will not prevent them from successfully following the next year, that they have favourable prospects of recovery, and that promotion will benefit their academic development. 2. To guide teaching teams' decisions on competence acquisition and promotion where a student has failed three or more subjects, the following criteria shall be considered jointly:

a) The student's positive progress in all proposed assessment activities.

b) The student's active participation, engagement, attention and effort in subjects not passed following the application of measures to address diversity and individual differences during the year.

3. Decisions on progression from one year to another within the stage shall be made collectively by the teaching team, advised where applicable by the guidance department. If there is no consensus, a two-thirds qualified majority of the team shall decide.

4. Students who progress without passing every subject shall follow a learning support programme, either individually for each subject not passed or as a single programme if the teaching team considers it necessary and the school's Educational Project so provides. The teaching team shall periodically review the personalized measures, at least at the end of each school term and in all cases at the end of the year. Where a single support programme covers several subjects, they must be specified in it.

5. These programmes must contain the curriculum elements needed for assessment. Whether they are passed shall be taken into account for promotion and certification. 6. The teacher of the continuing subject in the next year shall be responsible for monitoring and assessing the programme. If there is no such subject, the head of the relevant department, or a delegate—preferably a member of that subject's teaching coordination department—shall be responsible. If a single learning support programme is adopted, monitoring shall be the responsibility of the tutor or a member of the guidance department when the student

is in a curriculum diversification programme, as provided in the school's Educational Project.

7. Students with subjects pending from the previous year must enrol in those subjects, complete the learning support programmes referred to in paragraph 4 and pass the corresponding assessment. Once passed, the results shall be entered in the assessment record, student file and academic transcript.

8. Under Article 14.5 of Decree 102/2023 of 9 May, repeating a year shall be an exceptional measure after ordinary support measures to resolve learning difficulties have been exhausted. In all cases, students may repeat the same year only once and at most two years throughout compulsory education.

9. Under Article 14.7 of that Decree, a student may exceptionally remain in the fourth year for an additional year even after reaching the maximum period of Basic Education, if the teaching team considers this will help the student acquire the key competences for the stage. In that case, the age limit in Article 2.2 of Decree 102/2023 of 9 May may be extended by one year.

10. Under Article 20.4 of Royal Decree 217/2022 of 29 March, the teaching team, advised by the guidance department and after hearing parents or legal guardians, may decide to extend the schooling of a student with special educational needs by one year if this supports development of the relevant competences and attainment of the stage's objectives. 11. Under Article 21.6 of Decree 102/2023 of 9 May, the schooling of students with high intellectual abilities shall be made flexible in accordance with current regulations, allowing the start of the stage to be brought forward by one year or its duration shortened where this is considered most appropriate for their personal and social development.

12. **Reasonable adjustments under the MYP.**

For students with learning support needs, reasonable adjustments may be necessary to give them access to the MYP curriculum framework, for example in internal and external assessments. A reasonable adjustment is any measure intended to eliminate or reduce a disadvantage affecting such students. It may be made for a particular student and may include changes to a test's presentation or the response method. Although adjustments may alter specific aspects or criteria of assessment, the

overall learning outcome must remain the same. (MYP: From principles into practice)

13. **Table of correspondence or equivalence between numerical LOMLOE grades on a scale of one to ten and MYP grades.**

32-point band	MYP grade	LOMLOE decimal grades	Grade LOMLOE	
1	1	0,3125	1	
2		0,625	1	
3		0,9375	1	

4		1,25	1	
5		1,5625	2	
6	2	1,875	2	

7		2,1875	2
8		2,5	3
9		2,8125	3
10	3	3,125	3
11		3,4375	3
12		3,75	4
13		4,0625	4
14		4,375	4
15	4	4,6875	5
16		5	5
17		5,3125	5
18		5,625	6
19	5	5,9375	6
20		6,25	6
21		6,5625	7
22		6,875	7
23		7,1875	7
24	6	7,5	8

25		7,8125	8	
26		8,125	8	
27		8,4375	8	
28	7	8,75	9	
29		9,0625	9	
30		9,375	9	
31		9,6875	10	
32		10	10	

Banda 24	Nota MYP	LOMLOE dec	Nota LOMLOE
1	1	0,41666667	1
2	1	0,83333333	1
3	1	1,25	1
4	1	1,66666667	2
5	2	2,08333333	2
6	2	2,5	3
7	2	2,91666667	3
8	2	3,33333333	3
9	3	3,75	4
10	3	4,16666667	4
11	3	4,58333333	5
12	4	5	5
13	4	5,41666667	5
14	4	5,83333333	6
15	4	6,25	6
16	5	6,66666667	7
17	5	7,08333333	7
18	5	7,5	8
19	6	7,91666667	8
20	6	8,33333333	8
21	6	8,75	9
22	7	9,16666667	9
23	7	9,58333333	10
24	7	10	10

14. **Internal standardization under the MYP.**

When a subject group has more than one teacher, internal standardization must take place before final achievement levels are awarded. Teachers should meet to establish a shared understanding of the criteria and achievement levels and determine how to apply them. Standardization throughout the school year promotes consistency and a common understanding of students' achievements in relation to MYP objectives. (MYP: From principles into practice)

Teachers carry out this process both in regular subject department meetings and in regular meetings specifically devoted to MYP planning.

Assessment of interdisciplinary units (Interdisciplinary teaching and learning in the MYP)

In interdisciplinary units, teachers must assess the integration of disciplines using the MYP interdisciplinary criteria. This assessment is based on important approaches-to-learning skills and on the process of interdisciplinary teaching and learning itself.

Strategies teachers use to gather information on student learning and judge progress against the criteria include learning experiences incorporated through careful unit assessment planning; analysis of evidence from student work; formative and summative assessment; selection of interdisciplinary aims and objectives; and feedback to students, including strategies for improving performance.

Interdisciplinary assessment is most often collaborative. Collaboration and interaction grounded in the MYP criteria for interdisciplinary learning are important because they enable teachers to draw on their own subject knowledge, experience and objectives when assessing student work.

Assessment of the MYP Personal Project. (MYP Projects Guide
)
Assessment of the MYP Personal Project is based on three equally weighted criteria.

Criterion A. Planning. Maximum 8

Criterion B. Applying skills. Maximum 8

Criterion C. Reflecting. Maximum 8

MYP personal projects must assess every aspect of every assessment criterion.

In the MYP, objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands generally representing limited (1–2), adequate (3–4), substantial (5–6) and excellent (7–8) performance. Each band has its own descriptor, and teachers use professional judgment to determine which descriptor best reflects students' progress and achievement.

The guide includes the assessment criteria for the Personal Project in the fifth year of the MYP. Coordinators and supervisors clarify expectations by referring directly to these criteria. Task-specific clarifications should explain clearly what students are expected to know and do.

This can be done through:

- An in-person explanation to the class
- An information session

15. Main references.

-*Middle Years Programme. From principles into practice*

- *Organic Law 3/2020 of 29 December amending Organic Law 2/2006 of 3 May on Education. Chapter III, 'Assessment, promotion and certification'*

- *Middle Years Programme Projects Guide.*

ASSESSMENT IN UPPER SECONDARY EDUCATION AND THE DIPLOMA PROGRAMME

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10. REFERENCES

1. INTRODUCTION

El Altillo International School recognizes that teaching, learning and assessment are interdependent. Learning outcomes—including knowledge and understanding of a subject, as well as cognitive, personal and academic skills—should be explicitly established for each unit of work,

task or course and should be the central focus around which the whole course is developed.

At El Altillo International School, we believe and expect that all students can attain a high academic standard. School leadership, coordinators and teachers are committed to providing the expert education and instruction students need to learn something in every class. Working together, we can offer every student a comprehensive, internationally recognized education.

This document describes the policies governing assessment for learning in the Diploma Programme. Our assessment policy therefore serves as a guide for students, families and staff alike. It provides comprehensive information on how, when and why assessment takes place in our Diploma Programme.

2. ASSESSMENT AT EL ALTILLO INTERNATIONAL SCHOOL

Assessment of teaching processes throughout the curriculum should:

1. Take account of a variety of learning styles.
2. Be differentiated to reflect students' diverse backgrounds.
3. Provide a wide range of relevant, motivating assessment opportunities.
4. Refer to the assessment criteria published in the guides in accordance with the learning objectives established by the IB.
5. Measure what students learn.
6. Be both formative (helping students build understanding, skills and knowledge) and summative (evaluating the understanding, skills and knowledge students have acquired).
7. Be continuous and reflective.
8. Enable students to assess their progress and set goals for improvement.

9. Be reviewed internally at both department and year-group level and between the Secondary and Upper Secondary coordinators to ensure consistency.

10. Assess a broad range of concepts, attitudes, knowledge and skills appropriate to an increasingly complex, interconnected and global world.

3. GENERAL AND SPECIFIC ASSESSMENT EXPECTATIONS

Assessment in its various forms is a critical component of education. It gives students opportunities to determine how far they have acquired knowledge and skills and to reflect on their progress, allowing them to self-assess strengths and areas for improvement in each subject. Assessment also enables teachers to determine how far students have mastered subject content and competences, revise their curricula to meet students' needs and reflect on their own knowledge and skills, strengthening professional practice. Given the essential role of formative, summative, internal and external assessment, certain expectations apply to everyone involved in the IB Diploma Programme.

Expectations at El Altillo International School in the International Baccalaureate Diploma

a) Programme students:

In keeping with the IB learner profile: 'The aim of IB programmes is to develop internationally minded people who help to create a better and more peaceful world.' In this spirit, El Altillo International School students strive to:

▪ Develop their natural curiosity through inquiry and critical thinking.

▪ Acquire in-depth knowledge and explore connections among different areas of knowledge.

▪ Apply critical-thinking skills to a wide range of topics through reasoned, ethical decisions.

▪ Communicate ideas and information by collaborating with others and presenting work publicly.

▪ Act with integrity, honesty and respect by accepting responsibility for their own actions.

▪ Broaden their understanding and appreciation of different perspectives, cultures and religions.

▪ Demonstrate a personal commitment to making a positive impact locally, nationally and globally.

▪ Value independence by seeking new ideas and experiences.

▪ Support personal well-being by pursuing physical, mental and emotional balance.

▪ Reflect on their educational experiences and progress, recognizing strengths and areas for improvement to support personal and educational growth.

b) Programme teachers:

While students are at the centre of the educational experience, El Altillo International School teachers engage them in teaching and learning in accordance with the principles and practices established by the IB.

As members of our learning community, staff at El Altillo International School should strive to:

▪ Model inquiry and independence of thought through lifelong learning.

▪ Demonstrate deep knowledge of content and skills developed through connections across fields of knowledge within the school and local, national and global communities.

▪ Apply critical and creative thinking to curriculum development and teaching content in a reasoned manner that considers ethical consequences.

▪ Communicate ideas and information to students, families and colleagues while collaborating with all members of our learning community to improve students' educational experience.

▪ Demonstrate integrity, honesty and respect by accepting responsibility for teaching and for the educational philosophy of the IB programme.

▪ Incorporate understanding and appreciation of varied cultural, traditional and historical perspectives.

▪ Show empathy and respect toward students, families, colleagues and community members while making a positive impact locally, nationally and globally.

▪ Support personal well-being through physical, mental and emotional balance.

▪ Reflect on their professional practice and engage in professional development to meet our students' needs.

4. ASSESSMENT INSTRUMENTS

UPPER SECONDARY EDUCATION

- Checks and feedback during lessons
- Group assessments
- Project skills assessments
- End-of-unit assessments
- End-of-assessment-period assessment
- Mid-period assessment
- End-of-year assessment
- Practical examinations
- Oral examinations
- Debates

- Essays and critical reflections
- Research project drafts
- External examinations
- University entrance mock examinations
- IB mock examinations

5. ASSESSMENT IN UPPER SECONDARY EDUCATION

At El Altillo International School, we conduct termly assessments in every year group, usually coinciding with student holidays. The exception is the final-year group, whose assessments take place one month earlier because their academic year ends in May rather than June.

Students who follow only the national upper secondary programme under LOMLOE are assessed internally over two years. Through interim and end-of-period written examinations and the assessment instruments described above, students receive a term grade; the average of their three term grades becomes their final grade for the year. Language subjects (English and French) are assessed continuously, with the final grade awarded at the end of the year. After each assessment period, students have an opportunity to retake assessments and improve grades. They may raise their average by taking grade-improvement examinations for each period. At the end of the year (late May), comprehensive examinations covering each entire subject enable students to make up failed periods or improve a passing grade.

In the second year of upper secondary education, assessment focuses on preparation for the PAU (University Entrance Examinations), held in June.

To obtain the Bachillerato qualification, students must pass the Bachillerato and the compulsory phase of the University Entrance Examinations. Their admission score consists of 60% of the Bachillerato grade and 40% of the compulsory phase. To seek a higher score, students must take the specific phase of the PAU, which can raise their university admission score to a maximum of 14 points.

Throughout each assessment period, parents are informed through the iSAMS platform. They can see their children's interim and final

examination marks and the report cards issued at the end of each period, with subject grades on a scale from 1 to 10.

The tutor contacts all parents midway through each assessment period to provide provisional results based on their children's work and examination marks, and again at the end to discuss final results.

Requirements for promotion to the next year

Promotion in upper secondary education is governed by the following rules:

▪ Students progress to the second year when they have passed all subjects studied or failed no more than two.

▪ Students who progress to the second year without passing all subjects must enrol in the subjects pending from the previous year.

▪ A positive assessment in every subject in both years of upper secondary education is required for the Bachiller qualification.

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

According to the Diploma Programme document 'From principles into practice,' Diploma assessment should be based on the following principles:

1. Diploma assessment should support the programme's curricular and philosophical objectives by encouraging good classroom practice and appropriate learning.

2. Student results should reflect teachers' objective judgment, and assessment processes should be standardized within each subject.

3. Assessment should reflect the programme's international-mindedness wherever possible, avoiding cultural bias and allowing students to study a second language.

4. Diploma Programme assessment should give due attention to higher-order cognitive skills (synthesis, reflection, evaluation and critical

thinking) as well as foundational cognitive skills (knowledge, understanding and application).

5. Assessment in each subject should include a suitable range of tasks and assessed components that address all subject objectives.

6. Student achievement and subject grades are primarily assessed through a combination of internal and external assessment.

a) Formative assessment

The aim of formative assessment is to provide continuous feedback through regular written or oral communication. It helps identify what students already know and can do. Frequent feedback on outcomes supports learning, encourages students to continue learning, reflect and assess themselves. A plenary or discussion at the end of or throughout a lesson is a prime example.

b) Summative assessment

The aim of summative assessment is to evaluate learning and understanding achieved at the end of a topic, unit, assessment period or school year. It provides a clear picture of students' levels of understanding. It usually takes the form of one or more written examinations, although other formats may be used depending on the unit, topic and subject.

c) Internal assessment

Internal assessments are student work assessed by their teacher against subject-specific content. Teachers' marks may be moderated by external examiners to standardize the correct application of IB assessment criteria in that subject. Examples include oral examinations in Group 1, Language A (Spanish), and Group 2, Language B (English and French); projects in Group 5, Mathematics; Theory of Knowledge presentations; and laboratory practical work in Group 4, Sciences, among others.

Internal assessments often give students greater flexibility to demonstrate their knowledge and skills and an opportunity to work independently over time, outside the constraints of an examination setting. Subject teachers mark internal assessments, which are then moderated by the IB.

d) External assessment

As with internal assessments, external assessments are evaluated against established criteria. They are not marked by subject teachers but by external IB examiners. Examples include literature essays in Group 1, Language A (Spanish), the Extended Essay and Theory of Knowledge essays. External assessment focuses strongly on the quality of written work.

e) May examinations

The final category of summative assessment in the International Baccalaureate Diploma Programme is the annual May examinations. They are held under strictly controlled conditions over two days for each subject (an afternoon and the following morning). They include short answers, essays, data analysis, open-ended compositions, problem solving, case studies, textual commentary and multiple-choice questions. Examination papers are sent within 24 hours to external examiners worldwide or to the IB regional office.

Final subject grades take account of grades from internal and external assessments.

All Diploma Programme teachers at El Altillo International School receive internal and external training on general Diploma matters and on their specific subjects and levels. This training develops their subject expertise, their ability to use criteria in teaching and assessment, and their strategies for designing criteria-based assessment that students can access and understand. Where several teachers teach the same subject, they collaborate regularly to ensure consistent use of assessment criteria.

7. IB GRADING SYSTEM AND REQUIREMENTS FOR AWARD OF THE DIPLOMA

Students in the Diploma Programme also follow the national Bachillerato, so all LOMLOE assessment provisions apply to them.

A predicted grade is the teacher's prediction of the grade a candidate is expected to achieve in each subject, based on all available evidence of the candidate's work. It may be used:

▪ By the IBO in assessment meetings when considering a subject's grade distribution and individual candidates' performance.

▪ By the IBO as a basis for reviewing student work if the awarded grade differs significantly from the predicted grade.

▪ By El Altillo International School as a tool for evaluating teachers' understanding of their subject's requirements and assessment criteria.

▪ By universities to assess an applicant's suitability.

Teachers must submit predicted grades to the IB Diploma Programme Coordinator in the required manner and within the prescribed deadline. Submission dates are reviewed with teachers at the beginning of the academic year.

IB grading scale:

7 Excellent performance

6 Very good performance

5 Good performance

4 Satisfactory performance

3 Mediocre performance

2 Poor performance

1 Very poor performance

Recording grades and communicating student assessment reports

Students and families receive three internal grade reports in the first DP year and two in the second, one per term. In these reports, teachers describe students' progress in Diploma subjects using an estimated grade from 1 to 7, assess basic competences against subject-specific academic expectations and describe students' development in approaches-to-learning skills.

Grades in these reports are estimated using drafts of internal and external assessments (written work) and tests with Diploma-style questions held in each assessment period. From the first year, students know the deadlines for internal assessment submissions, and meeting those deadlines is taken into account in grading. Families are informed if a deadline is missed.

The core components are assessed as follows:

a) Extended Essay: the termly IB report includes a comment on the student's progress and engagement with the Extended Essay, based on the timetable set by the Extended Essay Coordinator and compliance with its deadlines.

b) Theory of Knowledge: the termly IB report includes an estimated grade and a comment on students' performance in the presentation (internal assessment) and work on the essay (external assessment).

c) CAS: CAS is not graded, but the coordinator monitors students' fulfilment of its requirements and the report includes a comment on this.

In addition, the group tutor makes a provisional assessment midway through each period and shares it with parents so that they have an indication of their children's performance in each subject.

After the assessment board meeting, the tutor reports the results by telephone or in person so that any necessary measures can be taken.

During the two Diploma years, students take several mock examinations to prepare for the May assessment. Award of the Diploma Programme

Over the two years, students complete several internal assessments marked by each subject teacher; grades are submitted to the IB in April. The IB then requests a sample of that work. Students also complete work assessed directly by the IB (external assessments in Literature, Theory of Knowledge and the Extended Essay).

External assessment examinations are held at school in May.

In each DP subject, part of the grade comes from internal assessment and part from external assessment. Each subject is graded from 1 to 7, and the Diploma is awarded from 24 points provided that:

a) CAS requirements have been met.

b) No N has been awarded for a core component or subject.

c) No E has been awarded in Theory of Knowledge or the Extended Essay.

d) No grade of 1 has been awarded in any subject or level.

e) No grade of 2 has been awarded in three or more subjects (HL or SL).

f) No grade of 3 or below has been awarded on four or more occasions (HL or SL).

g) At least 12 points have been earned in HL subjects and at least 9 points in SL subjects.

A student can earn up to 42 points from six subjects, plus three additional points from the combination of Theory of Knowledge and Extended Essay grades according to the following matrix.

	ToK - A	ToK - B	ToK - C	ToK - D	ToK - E	ToK - NS
EE- A	3	3	2	2	Fail	Fail
EE- B	3	3	2	1	Fail	Fail
EE- C	2	2	1	0	Fail	Fail
EE- D	2	1	0	0	Fail	Fail
EE- E	Fail	Fail	Fail	Fail	Fail	Fail
EE- NS	Fail	Fail	Fail	Fail	Fail	Fail

There is no limit on the number of examination sessions in which a student may attempt to pass the Diploma.

Communicating the DP assessment system to students and families

The assessment system for both subjects and core components is explained from the first meeting with families and students in the fourth year of secondary education about the Diploma Programme.

At all group and individual information meetings for parents, the school explains how students are assessed both by the school (through termly reports) and by the IB organization.

The assessment policy is available to parents, who may ask the student tutor, subject teacher or Programme Coordinator to answer questions.

8. UNIVERSITY ADMISSION THROUGH THE DP

Admission to Spanish universities

Each university sets its own admission criteria, which students must understand.

Since 2017, this procedure has applied to students seeking a UNED credential for admission to university in Spain. Through it, UNED converts and validates Diploma Programme grades to establish a Spanish university admission score.

1. Admission requirements: students are ELIGIBLE for university admission if they have earned the International Baccalaureate Diploma, that is, a score of at least 24 points.

2. The general phase of the University Entrance Examination is validated using the following table, giving students a maximum of 10 points equivalent to the Spanish education system.

Calculation of the Spanish university admission score (minimum 5, maximum 10)

Application of the formula to the grades obtained in IB Diploma Programme subjects.

- Ascending numerical scale from 1 to 7 (without decimals)
- Minimum passing grade: 2
- Maximum passing grade: 7
- Number of passing grades: 6

Formula applied to each subject grade in the programme, excluding the scores for the Extended Essay, Theory of
Knowledge and CAS (Creativity, Action and Service). This is the same formula applied to other education systems under Order EDU/1161/2010 of 4 May, which established procedures for admission to Spanish universities for students from education systems covered by Article 38.5 of Organic Law 2/2006 of 3 May on Education.

Applying the formula, the conversion to the Spanish scale of each grade obtained in an IB Diploma Programme subject is as follows:

Score

IB Conversion formula Ce

7 5+(7-2)x5

(7-2) 10

6 5+(6-2)x5

(7-2) 9

5 5+(5-2)x5

(7-2) 8

4 5+(4-2)x5

(7-2) 7

3 5+(3-2)x5

(7-2) 6

2 5+(2-2)x5

(7-2) 5

The final admission grade is the average grade across the six subjects studied in the IB Diploma Programme, according to the subject groups established in the programme and the conversion table.

University admission score:
Ce1+Ce2+Ce3+Ce4+Ce5+Ce6/6

3. The specific phase of the University Entrance Examination. Each faculty of each university may select the subjects that enable students to obtain up to four additional points, for a maximum of 14.

International Baccalaureate Diploma students may choose between two alternatives.

a) Validate the subjects required by the university for the specific phase using the same conversion scale described in point 2. Conversion of specific IB subjects is not possible in the Andalusian Single University District; students must consult the criteria of other Spanish universities.

b) Take the specific PAU examinations administered by UNED.

They may also choose the higher score for each option. For example, they may validate one Diploma subject and take one specific PAU examination to complete their credential. We emphasize that, to study in Andalusia, only the general PAU phase (out of 10) can be validated; to reach 14, the specific PAU examinations must be added.

University admission in other countries and at private universities in Spain.

Each university has widely varying admission criteria; students seeking admission through the IB must be familiar with them, as must applicants to Spanish private universities.

The school's guidance counsellor and Programme Coordinator support students applying to universities abroad.

9. RESPONSIBILITY FOR DRAFTING, COMMUNICATING AND REVIEWING THIS POLICY

This policy is reviewed annually; its most recent review was in October 2025.

Those responsible for drafting, reviewing and communicating this policy are:

- Headteacher and Deputy Headteacher
- Secondary and Upper Secondary Coordinators (MYP and DP Coordinators)
- Heads of Department
- MYP and International Baccalaureate Diploma teachers.

10. REFERENCES

Guidelines for developing the school's Diploma Programme assessment policy.

The Diploma Programme. From principles into practice.