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CIS WE ARE AN ACCREDITED SCHOOL



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Evaluation & Assessment Policy

Assessment at Saint George School is a dynamic process intended to generate changes which stimulate learning, values and attitudes in the students to develop their potential.

The purpose of assessment is to establish the level of comprehension and execution of the students to establish changes based on the acquisition of future learning that will guide them to create alternatives to problem solving, and above all to take decisions that will help them face new challenges.

At Saint George School assessment includes requirements from the Dominican curriculum, as well as the international programmes we offer (IB, IGCSE), considering the students' needs, skills and competencies.

The following types of assessments are used to promote the education of students who are innovative, able to express their ideas, guide their actions towards well-defined objectives, establish commitments and work efficiently:

- **Diagnostic:**

Is implemented at the beginning of the school year and/or of each unit-topic to determine the knowledge, abilities and skills that each student has regarding a specific content. Different techniques of oral and/or written evaluations are used.

- **Ongoing:**

Is applied all year round. Its objective is to evaluate the progress of the students' learning process. Different techniques of oral and/or written evaluations are used.

- **Attitudinal and Participation:**
Throughout the year, the students' values, attitudes, behavior, participation in class, etc. are assessed through observation of their interactions with peers and teachers. This is done by teachers and the Wellbeing Department.
- **Formative:**
Its objective is to provide the students' with feedback regarding their learning process. This qualitative assessment allows teachers to evaluate strategies and modify these if necessary to obtain better results.
- **Sumative:**
Measures the progress of students regarding the evaluation criteria of the program to determine their levels of achievement. It collects specific information through activities and testing. It is quantitative and is carried out all year round.

Assessment Reports

Saint George School registers and informs the progress of students via appropriate reports for each level according to the requirements of each.

Infant School: 2 - 5 year olds

Children at this level are evaluated using qualitative assessments following the standards established for each level. At this level it is important to keep in mind that we assess abilities and applications, not content.

The main assessment method is the observation done by teachers of execution of tasks assigned. For each task, one or more observable parameters are established and notes taken on an anecdotal register or on objective lists according to standards. Notes are also taken regarding maturity and general development progress, as well as behavioural aspects.

Three formal progress evaluations are carried out during the year and are explained to parents during parent-teacher meetings. These reports include the standards for each level and indicate if the child has achieved, exceeded, needs improvement, or is in the process of acquiring these. Standards comprise the following areas of development:

- Social-Emotional
- Cognitive: language, mathematics, science, social
- Physical: fine and gross motor skills

Primary School: 6 – 11 year olds

At this level assessment is carefully and specifically geared towards the comprehension of concepts, mastery of abilities, acquisition of knowledge, and development of attitudes.

Different techniques are used to evaluate students, such as:

- Oral and Written expression
- Presentations
- Observation
- Research
- Others

To inform of the students' progress, two different reports are used depending on the grade level:

- Through PowerSchool, online digital platform on which all assessment results are registered, parents and students may keep track of reports. They have a password and can access anytime to view reports.
- **Qualitative Report - 1st & 2nd grades:** indicate if the students have fulfilled the standards with excellent, very good or good performance, or if improvement is required. This information is presented to parents at the end of each marking period, approximately every two months. Other areas assessed are: respect to rules, compliance of activities in school and at home, participation, organization, among others.
- **Quantitative Report (1 al 100) – 3rd & 4th grades:** includes the four marking periods of the year, two per semester (August-December, January-June) and are published and delivered in January and June. At the end of each semester, 3rd & 4th grade students take exams which evaluate the knowledge and abilities taught during the semester.

Middle School & Upper School: 12 – 16 year olds

At this level evaluation is ongoing and includes a variety of techniques and methods consisting of quizzes, tests, essays, practical work, presentations, exhibitions, among others.

Students' performance is formally reported at the end of each of the four marking periods of the year, two per semester (August-December, January-June), and reports are published and delivered in January and June. At the end of each semester students take exams which evaluate their knowledge and abilities regarding content taught during the semester.

Through PowerSchool, online digital platform on which all assessment results are registered, parents and students may keep track of reports. They have a password and can access anytime to view reports.

Upper School IB Program: 16 – 18 year olds

The IB Diploma Programme is implemented in 11th and 12th grades. Assessment is ongoing, as in preceding levels, but methods of evaluation are more specific and based on the IB guidelines.

- **Quizzes:** simple, brief questions to be completed in a short period of time.
- **Monthly Tests:** include multiple choice, problem resolution, and paragraph answers.
- **Lab Practice and Research:** Reports on lab practice for Science subjects. Reports are individual and require critical analysis and conclusions. These serve as preparation for the individual investigation each student must complete.
- **Project IV:** Consists of a group field assignment for Science subject students. It requires reflection and analysis of situations presented by the group related to a problem of the community which is of interest to all.
- **Maths Project and Exploration:** Individual research project required for Math and Mathematical Studies students.
- **Oral Presentations:** Oral recordings for Language & Literature (Spanish and English), French or Mandarin ab Initio, and Theory of Knowledge (TOK). Requires the students' personal opinion regarding a specific topic related to works read in Language & Literature, a chosen topic for TOK, and for French and Mandarin based on images presented at the moment.

- **Written Assignments:** Individual essays for Language & Literature (Spanish and English), historical investigation, TOK essay, and a case study for Business & Management. These assignments require good writing skills, use of APA guidelines, reflection and critical analysis.
- **Research Log:** Required for the Visual Arts evaluation process. In this log the student reflects his/her growth and development as an artist, as well as research skills. It is individual and supports the student's practical work (painting, drawings, sculpture, etc.)
- **Extended Essay:** Individual 4,000 word in-depth research assignment for which the student chooses the topic to be investigated. This kind of work promotes the development of writing and creativity skills.

General Evaluation:

- Each subject uses different evaluation techniques.
- All subjects use ongoing assessment.
- The evaluation scale goes from 01 – 100 points and is quantative.

A	Excellent	90 - 100
B	Good	80 - 89
C	Sufficient	70 - 79
D	Deficient	65 - 69
E	Insufficient	01 - 64
	High honor	96 - 100
	Honor	90 - 95

- Time allotted for resolution of: Quizzes - 5 to 10 min.; Tests - 30 to 45 min.

Attitudinal and Participation:

Qualitative grade which includes: attendance, personal image, compliance of tasks, responsibility, interpersonal relations.

CAS:

This is an integral part of the IB program. It allows the student to connect with problems in his/her community and the world, complemented by the experiences they live when confronted with situations that make them reflect. The program is completed in 150 hours.

IB Subject Program

Students have the option of choosing the complete program (6 academic and 3 core subjects) or the partial subject Program.

The school offers the following courses:

- **Group 1:**
Spanish Language & Literature HL
English Language & Literature HL
- **Group 2:** acquisition of another language.
French or Mandarin ab initio (elective)
- **Group 3:**
History HL
Business and Management SL (elective)
- **Group 4:**
Biology SL
Physics SL
- **Group 5:**
Mathematics SL
Mathematical Studies SL
- **Group 6:**
Visual Arts SL (elective)
- **CAS:** Creativity, Action and Service
- **TOK:** Theory of Knowledge
- **Extended Essay:** Independent research assignment

Students may choose from:

- The complete program which includes one subject from each group, an elective plus CAS, TOK and the Extended Essay.
- Selection of subjects, maximum of 4.

The program is implemented in 11th and 12th grades. Each one of the subjects are evaluated with external exams during the month of May; dates are determined by the IB and corrections are done by external examiners assigned by the IB.

Academic Probation:

According to the procedure handbook “it is the values and abilities which promote personal integrity and good practices in teaching, learning and evaluation”.

At Saint George School values are promoted since an early age, in a positive manner and reaffirming the benefits of a good academic and personal performance. This is part of our mission, and thus any student who incurs in plagiarism, presentation of work or ideas of another, cheats in exams, allows another to copy, among others, will be considered students with improper behavior, infringing the rules of the school and the IB.

The school uses “Turnitin”, which helps to detect plagiarism. Students must send their assignments digitally via this application to teachers, and this has prompted them to be very careful when doing research.

Remedial Activities:

Teachers are available to offer academic support to students throughout the year.

Each teacher sets one day a week in which he/she is available to students for 45 minutes after school dismissal time. Students may attend voluntarily or if instructed by the teacher.

Our policy is revised once a year with the objective of improving the quality of assessment. Teachers, principals and administrators participate in this revision.