

ASSESSMENT 2014-15

	Highest possible grade for this reporting period				
December For objectives covered between September and December	7 = 7/7	7 = has achieved most/all of the objectives to a good level (80%↑)	6= has achieved many of the objectives to the expected level (70%↑)	5 = has achieved some of the objectives (40%↑)	4 = is working towards achieving the objectives (39%↓)
March For objectives covered between September and March	8 =8/8	8 = has achieved most/all of the objectives to a good level (80%↑)	7= has achieved most of the objectives to the expected level (70%↑)	6 = has achieved many of the objectives (60%↑) 5= has achieved some of the objectives (40%↑)	4 = is working towards achieving the objectives (39%↓)
June For the whole years` objectives	9 or 10 = 9/10 or 10/10	9 or 10 =has achieved most/ all of the objectives to a good level (90↑/100%)and is beginning to work on the next stage	8/7= has achieved most of the objectives to the expected level (80%↑ / 70%↑)	6 = has achieved many of the objectives to the expected level(60%↑/ 5= has achieved some of the objectives to the expected level 40%↑)	4 = is working towards achieving the objectives (39%↓)
Unit Assessment November February This is the assessment for an isolated unit of study and so the grade may be higher than usual as the objectives are more limited	9 or 10 = 9/10 or 10/10	10 = 10/10 Has achieved all of the objectives to a good level (100%)and is working on the next stage 9 = 9/10 Has achieved nearly all of the objectives to a good level (90%↑)and is working on the next stage	8 =8/10 Has achieved most of the objectives to a good level (80%↑) 7/10 Has achieved many of the objectives to a good level (70%↑)	6 = 6/10 Has achieved many of the objectives to the expected level (60-69%) 5 = 5/10 Has achieved some of the objectives to the expected level (40-59%)	4 = is working towards achieving the objectives (39%↓)

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Our grading system is changing so that it is easier BOTH to use and to understand. Our grading system shows level and progress over time and is cumulative. It also shows the effort that a pupil has put into their work. The highest grade that a student can be awarded for Level in December is a 7, this is equivalent to 7/7, which is therefore the top award (synonymous with a 10 in the Spanish system). The highest grade possible changes over the other reporting periods as the amount of objectives and perhaps the complexity of objectives covered increases. In this way we are able to see if the student makes progress, what progress and how much progress. If a student was awarded a 5 in all 3 reporting periods it would mean that very little progress had been made.

For effort Letters are awarded. An A=

Green= working within expected range. **Amber**= working just below the expected level **Red** = working below the appropriate stage

We do find that some students start off as **Amber** or **Red** and make good progress finally achieving **Green in June**.

In the unit assessments in November and February pupils will often achieve a higher grade than in the end of term reporting periods. This is because they are being evaluated on an isolated Unit whereby the objectives are fewer. The Unit Assessments give the pupil, teacher and parents a real insight into how the pupil is learning in each Subject/ Area of Learning. There will be a total of 8 to 10 objectives that your child has been working on in each unit. The teacher will assess your child on each objective and award 10) = achieved to a good level 8) = achieved to the expected level 6) = working on the objective 4) = working towards achieving the objective, for each objective. The teacher will then average the level of achievement to ascertain the grade for the Unit assessment. Eg. If a student achieves 8 objectives at 10) and 2 objectives at 8) They will be awarded a 10 (best fit). Or $8 \times 10 + 2 \times 8 = 96$ divided by the number of objectives – 10, Final grade is $9.6 = 10$

For **effort** the grades remain unchanged and are very important in ascertaining a pupil’s attitude to a subject and how much they focus and work on their homework and classwork.

A+	A	A-	B+	B	C	D
An outstanding member of the class. Exceeds all expectations. Works well with all pupils.	The student i takes initiative, works well with others, always ready for work and is an asset to the class	The student contributes to the class. S/he works well with others and is always prepared to learn	The student contributes in the class:- ideas/ answers. The student can use different approaches to learning	The student is willing to do extra work when asked and seeks help. S/he will try different approaches to learning when prompted	The student has tried to meet some targets, can approach the teacher for guidance but requires more effort to succeed to the best of their ability	The student is making less effort than required and will receive support and guidance on how to improve their performance