



THE SOUTHLAND SCHOOL EVALUATION POLICY

Infant Cycle (Pre-School Education), Junior Cycle (1st to 6th Grades of Primary Education) and Senior Cycle (7th and 8th Grades of Primary Education and Secondary Grades from I to IV medio).

INTRODUCTION

The mission of the Southland School is to provide a solid academic, value and sporting preparation, which translates into students who are integral, self-confident, able to be inserted in society and contribute to it actively, understanding bilingualism as an indispensable tool to meet challenges of a world that changes permanently.

Our educational processes are supported on the Scientific-Humanist curriculum, which is open to develop knowledge and skills through plans, programs, methodologies, as well as on the promotion of human values in each of the actions of the educational work, what allows a student to prepare for life and participate in an active and purposeful society.

EDUCATION PARADIGM

The Southland School considers the student as inserted in a determined society and culture. For this reason, planned teaching-learning processes contemplate underlying variables. The family he or she belongs to, with their corresponding norms, beliefs and values, such as the genetic heritage, will define and differentiate the learner from the rest. Moreover, experiences lived by our students, with their unique sensations and perceptions will determine an exclusive memory that will influence the conformation of opinions both personal and about their environment.

Thus, The Southland School shares the definition of a **socio-cognitive paradigm** for Education given by Román and Díez (1999):

- Integration of cognitive paradigms (it is considered that learning is internal to the mental processes proper of each student) and socio-cultural paradigms (learning occurs by the cultural mediation and interaction among equals).
- Social culture is considered (knowledge of society and globalization; international and national events, among others), as well as the institutional culture.

- The Curriculum is conceived as a selection of contents, methods, capacities and values, which constitute the objectives of the teaching-learning process, provided by the official curriculum (Programs and Study Plans from the Ministry of Education). It is integrated with the institutional curriculum contribution that is supported on the Institutional Educational Project (IEP) and considers the flexibility of a globalized society.
- Minimum contents shall be selected from the official matrix and widened, considering the premise that they must be contextualized and socialized, as well as be significant. Moreover, methodology must be active, participatory and constructive by finding. So, the teacher shall become a mediator between learning and social culture and be focused on processes. The intrinsic and extrinsic motivation of a student must be ensured, so that he and she are protagonists of his/her learning when they share with their peers and generate a constructive dialog that leads to metacognition. Therefore, it is essential that teachers know about experiences and prior learnings. This is why the theory is subordinated to learning.
- Uniqueness of each student is considered. So, it is postulated that every student can learn, but in different ways and times. There is a learning potential in every human being, which will determine the intelligence. This can be modified provided there is adequate stimulation and mediation by adults, both parents and teachers. There is the acceptance of diversity, in which differences of each individual are respected.

SCIENTIFIC-HUMANIST CURRICULUM

Our school has opted for a Scientific-Humanist curriculum centered in the person. This curriculum includes the academic area (centered in learnings), the psychological area (centered in students' evolutionary stages) and science (focused on human being's experimental knowledge).

The option of this Scientific-Humanist curriculum is centered on the students' integral and harmonious development, which is executed through:

- Study plans and programs.
- School organization.
- Teaching methodologies.
- Evaluation criteria.
- Relations among diverse process participants and all the variables involved in it, which have students as center and horizon.

The curriculum goes beyond the classroom and includes a set of formative experiences that students live within diverse times and educational spaces.

In the curriculum organization, the curricular flexibility principle to respond both to requirements of the systematized knowledge and to needs and interests of students is considered.

In this process of interaction, the main agent is the own learner, who is accompanied, helped and guided by the entire school community. The teacher is the main facilitator and guide, and his/her role as a teacher and educator grants him/her the privilege of being a "trainer".

We use the active pedagogy method of learning by doing. In this method, the student participates in his/her development and assumes progressively a self-formation responsibility based on what he or she experiences, sees, does and finds.

The principle of participation of all actors involved in the educative process is another key of our curricular option. Students and their parents, teachers and school personnel, are associated and reinforce mutually the achievement of such purposes.

By being centered in the student, transversal components are incorporated into the curriculum. However, they do not belong precisely to one or another knowledge area. Such components are organized in the person, in a process of growing integration that includes his/her cognitive and affective development, self-understanding and society understanding, as well as a moral and social formation. These are cultural elements that have a relevant meaning for the educational community and society in general, in addition to be pertinent for students to make a life project. For example, the development of social skills, education for sexuality and affectivity education for the environment care, for democracy, respect of human rights and ethical formation, among others.

STUDY PLANS

The school welcomes study plans and programs from The Ministry of Education, stressing pillars declared in its Mission and Vision, such as reinforcing the learning of English language in Infant and Junior Cycles, in which a bilingual program is taught. In the Senior Cycle, English instruction is rigorous, so that desired academic excellence is obtained. Today more than ever, this language learning is an essential tool for this globalized world. The technological area guided work seeks to develop ICTs projects. An emphasis is set on sports and physical activity that are necessary for a quality of life.

STUDY PROGRAMS AND CURRENT NORMATIVE

Study Programs contemplate an extended school day in Infant and Junior cycles, with variations of class hours, complementary subjects and free choice activities. They are ascribed to the Official Matrix given by the Ministry of Education (MINEDUC) and to the normative of School Promotion updated with the entry into force of Decree 67:

CICLE - GRADE	DECREES OF PLANS AND STUDY PROGRAMS	EVALUATION DECREES AND SCHOOL PROMOTION
INFANT - PG - PK – K	Curricular Bases	-
JUNIOR - 1st to 6th Grades	2960/2012	67/2018 updates 511/1997
SENIOR – 7th and 8th Grades	169/2014	67/2018 updates 511/1997
SENIOR - I and II Medio	1264 /2016	67/2018 updates 112/1999
SENIOR - III and IV Medio	27/2001	83/2001 Updates 67/2018

EVALUATION

The educative process in the Southland School is object of permanent reflection, which seeks to continuously improve pedagogic practices that are directly related to results obtained and elements that favor or complicate such achievements.

This permanent process of reflection and valuation seeks to obtain significant information about students' learning and development, the institution operation, the achievement of its great objectives and principles, the educational environment, tasks and labors' performance of people, the quality of materials, means and instruments used, work methodologies used in the classroom, as well as the adequacy and pertinence of objectives and contents.

Taking into account age, skills, interests and development level of each student, all evaluative practices facilitate the pedagogical relation and the type and quality of interaction of people involved. All these practices permit teachers and students knowing, accepting, and valuating themselves, encouraging critical consciousness to understand and assume personal growth.

For the teacher, the positive attitude consists of recognizing and encouraging a student for the effort made, or encouraging internally the reflection about consolidated, declining or void aspects that are detected to promote this necessary reflection. The teacher asks appropriate questions, proposes new perspectives, provides for the necessary information and suggests considerations from other points of view.

The evaluation of learning will be understood as an evaluation referring to criteria. This means that each student is compared to the objectives proposed for him/her and not to his/her peers. This permits to observe the participation style of each person and recognize different changes that occur inside him/her through this learning process.

The evaluation process referring to criteria, makes it possible not only the analysis of a student's performance, but also the examination of methodologies, techniques, materials, evaluation means and whether objects respond or not to the orientations and final purposes intended.

DECREE 67

Our policy includes the implementation of Decree 67/2018 of Evaluation, Scoring and School Promotion. This seeks to promote a vision of evaluation in pedagogic contexts, as an aspect that is intrinsic to teaching, and whose basic sense is promoting and supporting male/female student learning. From this perspective, the evaluation plays a crucial role in the monitoring and accompaniment of a male/female student learning, as well as in teacher's reflection to make pertinent and timely decisions regarding teaching. According to the aforementioned, it is intended to give an important place to feedback in pedagogic processes.

From guidelines and criteria proposed in this decree, it is ensured the encouraging of evaluative practices that make male/female students to put into practice their learnings, keeping them motivated to learn more, and find these learnings significant and relevant. The ways of evaluation and scoring are aligned with the National Curriculum.

REGULATIONS ON
SCHOOL EVALUATION AND PROMOTION
SECTIONS: INFANT - JUNIOR - SENIOR
Update of Decree 67/2018

Article 1: General Considerations

1.1 The present regulation is based on Decree 67 of 2018 on Evaluation, Scoring and School Promotion that updates Exempt Decrees of Education No.511 of 1997, No. 112 of 1999, and No. 83 of 2001 promulgated by the MINEDUC.

1.2 This Regulation shall be applied from Infant, Junior and Senior cycles.

1.3 The School Directorate, according to the current normative, and considering the Teacher's Council opinion, will review periodically the content and complementary management aspects implied in formulations of the Evaluation and Promotion Regulations. Modifications that may result from this revision will be incorporated and reported to guardians and students on the school website.

1.4 Planning, coordination and supervision of the evaluative process and the application of this regulations will be in charge of the Academic Coordination, being the Headmaster/Mistress responsible for its right application.

1.5 In order to make the organization of an evaluation effective, the school year will comprise two academic semesters.

1.6 The school may establish differentiated evaluations in the following cases: school integration students, who are referred from the Formative Department, students with signed diagnoses and monitored by the Formative Department, students with general problems and with specific learning disorders, and students with temporary family or personal problems that are duly justified. Differentiated evaluation procedures are detailed in the Article 19 of these regulations.

Article 2: Evaluation Approach

2.1 The school promotes a curriculum focused on competences and conceives evaluation as a part of the formative teaching-learning process. It allows students to determine how much they have learnt in addition to make a progress monitoring by diverse evaluation strategies that give significant information about their learnings in all individual's dimensions: cognitive, social, ethical, spiritual, affective and physical, such that they are accompanied in an affective and informed way during the learning process.

22 The school postulates a conception of learning evaluation that implies a process of observation, accompanying, monitoring and judgment of learning of a student, which is based on what they produce. From this perspective, the evaluation role is compiling evidential information to monitor, accompany, feedback, guide and encourage the learning-teaching process, so that students advance in their performance.

23 The school considers the information compiling as a set of evidences in a continuous process, rather than considering this information as only one situation. Thus, the school promotes the use of a variety of evaluation strategies to permit having a wide focus on learning and achievements of a student.

Article 3: Evaluation Modalities

3.1 The modality that is employed is per objectives and criteria. Criteria with their descriptors must be known by students.

3.2 The following evaluation modalities are considered:

- Diagnostic or initial evaluation that is applied when a school term or learning unit begins. Its purpose is showing the student's level of experience to the teacher (initial or previous knowledge) as a basis for new learning.
- Formative or process evaluation guides teaching and learning, and gives useful and accurate information to teachers and students about the type of learning that is being produced and on students' strengths and weaknesses. It also contributes to teaching quality, because it gives valuable information that makes it possible to monitor and accompany the levels of achievement to reach process goals, as well as final achievement levels of a grade. It will be more related to the way students learn, for which it will be understood as a learning evaluation. Its analysis and reflection will allow teachers to intervene in the planning.
- The summative evaluation discloses learning global information that has been produced at a determined time. It also allows establishing students' achievements when finishing such process. We will understand it as a learning evaluation. The cumulative evaluation (marks that are not entered directly in Schoolnet) is defined as the accumulation of partial marks that are recorded by teachers. They are published on Schoolnet once averages of these marks have been calculated. For example, cumulative marks of quizzes, checks, homework, classwork, copybook review. Cumulative evaluation is applied from the 5th grade to any subject of the Study Plan.

3.3 Evaluative practices must contemplate the incorporation of self-evaluation and peer co-evaluation, in order to favor self-valuation and reflection about students' strengths and weaknesses.

Article 4: Evaluation Strategies

4.1 In order to evaluate, several instruments will be used, such as: anecdotic records, rubrics, matching lists, scales of evaluation, etc. The procedures employed must be diverse, considering the variety of learning styles of students: performance tasks, written tests with essay questions or multiple choice, practical work, debates, research work, written work, conceptual maps, reports, projects, oral presentations, checks or quizzes and other modalities, including instruments from ICTs.

4.2 Through these strategies, learning objectives will be evaluated, taking into account not only the know-how (knowledge), but also the know-how to do (skills-abilities) and the know-how to be (attitudes) of the curriculum.

4.3 The skills-abilities that will be evaluated, as well as the thinking levels involved must be in accordance with the methodology used in classes. This means that the relation between learning objectives and methodology must be very close.

Article 5: Evaluations and Marks

5.1 At the beginning of each year or semester, teachers from Junior and Senior cycles will report to students the general program for their grade, learning objectives, contents, evaluation criteria and marks. These must be in accordance with the study programs and plans approved by the MINEDUC.

5.2 The evaluation calendar will be reported to students and guardians via Schoolnet.

5.3 The results of evaluations, expressed as students' marks in each of the subjects or learning activities will be recorded in a numerical scale ranging from 1.5 to 7.0. The minimum mark for approval is 4.0.

5.4 In the case of Junior cycle (1st to 4th grade), the numerical scale used is from 2.0 to 7.0

5.5 The final mark is the arithmetic average mark from the first and second semester, considering all the evaluations recorded in Schoolnet. Both, semester and annual averages are calculated with two hundredths, and this average mark is approximated.

5.6 Students will be evaluated each semester in all subjects or learning activities of the study plan. The minimum for official marks requested per subject will be the number of weekly semester hours of a subject plus one hour. For example: 7 weekly hours of a subject will correspond to 8 marks as a minimum per semester.

5.7 Students may opt for the benefit of eliminating the worst mark from their cumulative evaluations, in accordance with the subject teacher and reporting this to the Academic Coordination. This will be applied only in case that there are three accumulative marks during the semester.

5.8 PSU trial tests are evaluated with marks in the corresponding subjects and affect the average, because they are part of the PSU subjects assigned to the study plan. The score will be converted to a mark by a conversion table. All students with 100% attendance to tests, without considering recovery, will have an extra mark of 7.0 in each of the PSU subjects. This will also apply to III and IV medio Senior cycle.

Article 6: Approval Standards

6.1 60% achievement is the approval standard for a mark of 4.0 from Junior to Senior (1st grade to IV medio).

6.2 When the result of an instrument exceeds 30% of deficient marks or the highest mark does not exceed 6.5, the Academic Coordination must be reported. The results of such evaluations will not be given to students before being reviewed and analyzed.

6.3 By analyzing the evaluation instruments, to adjust of scales and other modifications in the evaluation instruments will be possible, such as: changing or eliminating the score assigned to an item or question and changing the approval standard, among others, in accordance with the subject teacher and the Academic Coordination.

6.4 In case that one or more evaluation questions do not obtain 20% of achievement, the situation will proceed to analysis with the Academic Coordination to determine the elimination or other scoring measure.

Article 7: Evaluations

7.1 The teacher shall deliver revised evaluations to students in a period that does not exceed one week. If necessary, an evaluation instrument will be sent to the guardian, so that he or she signs this instrument and takes knowledge of the result.

7.2 The teacher shall revise, together with students, each evaluation applied to generate a feedback, correct mistakes, strengthen knowledge and level learnings that were not achieved or obtained. This practice will ensure feedback and effective learning.

7.3 Semester evaluations will be applied from Junior to Senior cycle (5th grade to IV medio), when finishing the period only to Language, English and Mathematics. These will be coefficient 2 evaluations and they will not necessarily be standardized tests, but other types of evaluations: such as research work, performance tasks, projects, formal presentations, etc., with a demand that is in conformity with a global evaluation. As for the IV medio during the second semester, students will not take semester tests, but they will take unit tests in each subject. In the subject of Physical Education, Semester Trekking activity will be evaluated with coefficient 2.

7.4 The contents to be evaluated during the semester tests must be delimited to learnings studied.

7.5 In PSU subjects, Elective subjects, Workshops and Project Based Learning (PBL) projects from III to IV medio Senior cycle, there will not be semester tests.

7.6 The semester evaluation must be the same for classes of the same level, in order to verify the fulfillment extent of learning objectives.

7.7 Infant Section Evaluations

In the context of Infant section, evaluation is conceived as a permanent, continuous and systematic process, by which relevant information about the whole learning-teaching process is obtained and analyzed to make a value judgment that allows making right decisions to improve and feedback the educational process in their different dimensions.

The characteristic of being a permanent process means that it must be present throughout the curriculum development, the diagnostic, formative and summative evaluation. Students from Play Group, Pre-Kinder and Kinder will be evaluated by behavioral and skill patterns approved by the school using the following criteria:

Fields to evaluate and evaluation scale:	
I. Personal-Social Formation Field II. Motor Development Field III. Integral Communication Field IV. Field of Interaction and Environment Understanding	
A: Achieved	R: Rarely
F: Frequently	WA: waiting to be achieved
O: Occasionally	NE: Not applicable to evaluate this semester
M: Moderately achieved	

Article 8: Evaluations Calendar

8.1 Evaluations will be scheduled on a monthly basis by subject teachers on Schoolnet, so that students and guardians may be informed. Semester tests will be scheduled by the Academic Coordination.

8.2 In the Junior cycle (1st to 6th grades), no more than one unit evaluation may be set and this will have a mark that will be directly recorded in the system. However, having a unit evaluation plus an accumulative evaluation (quizzes, homework, reports and work evaluated in class, etc.) is possible.

8.3 In the Senior cycle (7th grade to IV medio), there may be two daily units evaluation as a maximum, with a mark that will be directly recorded in the system, provided that one of them is a complementary reading evaluation. If there are two unit evaluations in a day: a quiz, check or accumulative evaluation that implies previous study, they may not be taken.

8.4 For all grades there will be three weekly unit tests as a maximum, and one test of complementary reading. Moreover, the number of weekly quizzes or checks may not exceed three, if there is more than one evaluation with a mark that is directly recorded on the system, which has already been scheduled for that week. During the semester tests period, a test shall be taken only in a specific day. Other evaluations shall be authorized by the Academic Coordination.

8.5 Each teacher will be responsible for providing and reminding students on evaluation dates, as well as for giving the contents at least three weeks in advance. The contents of unit and semester tests will be published in the Schoolnet and in the agenda book and/or copybook of the subject.

8.6 In special cases, deadlines, change of dates or others, the teacher shall have to reschedule the class evaluation, in conjunction with the Academic Coordination.

Article 9: Evaluation Absence

9.1 Attending tests or other evaluative instances is obligatory. Those Junior cycle students who miss one or more evaluations for a very special reason will be evaluated when they come back to classes (1st to 4th grades). In the case of Junior and Senior students (5th grade to IVmedio), they will take the late evaluation during a day and place assigned by the Academic Coordination, after a school day, rather than attending to extra-curricular workshops.

9.2 The opportunity to take the late test will be given only to those students who submit a medical certificate. The Academic Coordination will receive this certificate and authorize taking the late test.

9.3 In case that a student does not attend a complementary reading test evaluation for Junior cycle (1st to 4th grades), the student will take the evaluation when he/she comes back to school, during the day and time of the language subject. As for Junior and Senior (5th grade to IV medio), the student will take a different evaluation to that given to the rest of his/her peers. The day and place will be assigned by the Academic Coordination.

9.4 The student will be responsible for taking late tests, especially from Junior and Senior (5th grade to IV medio).

9.5 When a student has been absent with a special permission for a few hours, and there is an evaluation, the student shall do it when joining classes after going to the Inspectorate.

9.6 In case of a prolonged absence for special situations, the Academic Coordination will arrange a special reschedule that will be reported to students, teachers, and guardians.

Article 10: Honesty in Evaluations

10.1 Honesty is one of the school values and may be found in the IEP's principles, in which in conjunction with other values must permeate educational practices. For the aforementioned, it is expected that our students always act with the truth.

10.2 Students to make use the plagiarism, this is, to present a complete or partial work without its sources duly cited, will obtain the minimum mark of 1.5, being this mark recorded in the system.

10.3 In case that a student is caught giving and/or receiving information, whatever written or oral, making gestures, talking and/or using any technological means or acting in suspicious manner, his/her test will be taken away and he or she will obtain the minimum mark 1.5 plus the respective negative notation recorded in the system (5th grade to IV medio).

10.4 In the case of Junior cycle (1st to 4th grade), when a student is caught giving and/or receiving information, whatever written or oral, making gestures, taking and/or using any technological means or acting in a suspicious manner, his/her test will be taken away and he or she will obtain the minimum mark of 1.5, plus the respective negative notation recorded in the system. This fact will be also recorded in the evaluation instrument, which shall be signed by the guardian to give it back to school.

10.5 In all of the previous cases, the corresponding sanction stipulated in the internal regulations on school coexistence will be applied.

Article 11: Religion Subject

11.1 The school is defined as Secular with a Christian orientation. It promotes and gives the space for the growth and development of capacities and attitudes that promote an education based on faith and universal values through the Religion subject in the Junior cycle (1st to 6th grade).

11.2 Religion subject is optional and the guardian may request the exemption from it by the procedure stipulated in Article 21 No.3 of this Regulations.

11.3 Marks in Religion subject do not affect the average or promotion of students. The scale of evaluation will be through the following concepts:

I: Insufficient

S: Sufficient

G: Good

VG: Very Good

Article 12: Physical Education, Training and Sports Subject

12.1 Marks in the Physical Education, Training and Sports Subject consider formative aspects, such as: the attitude towards the subject, responsibility, effort, perseverance, physical aptitude and motor skills, among others.

12.2 The contents of body expression are mainly associated with the Folk unit. This unit is evaluated with one mark throughout the process and another at the end of the presentation in September.

12.3 Junior and senior students (from 5th grade to IV medio) who belong to a school sport team will have a mark of 7.0 each semester, in a subject chosen by them. To obtain this mark, the student must have a minimum of 85% attendance for trainings, tournaments and other commitments with the team. The Sport Area delivers the Academic Coordination a Report to give effect to this benefit.

Article 13: Promotion and Attendance

13.1 In order to be promoted the student must have 85% attendance, as established in the annual school calendar. However, for health reasons or other causes duly justified, School Directorate, with a previous consultation to the Academic Coordination, if necessary, may authorize the promotion of a student according to the following protocol:

- Have had at least two interviews with the Head teacher to report his/her situation.
- An interview with the School Directorate to deliver medical reports and relevant background.
- Review student's behavioral situation by the Head teacher, School Inspectorate and Directorate.

13.2 Promotion of a student from Junior and Senior cycles (1st grade to IV medio), considers learning goals achievement in the Study Plan subjects as well as attendance.

13.3 School Directorate shall solve special evaluation situations of students from Junior and Senior cycle.

13.4 Promotion situation will be solved at the end the school year. Once the process is completed, the school will give the guardian an annual study certificate during a final interview, wherein the total quantity of subjects and marks obtained will be specified. The student's final situation will be also clearly defined.

13.5 A student may repeat a level only once in their school life. If a student has a second repetition situation, the school enrollment will not be renewed for the next year.

Article 14: Early end of school year

14.1 The early end of a school year for health reasons (duly certified), by transfer or change of residence is solved by the School Directorate and Academic Coordination. The foregoing is valid for a student who has made an academic semester with marks that do not indicate a probable grade repetition. Otherwise, this repetition will be certified.

14.2 To end early a school year for traveling abroad reasons, it shall be submitted the original documentation to valid these reasons or causes and make this special request of evaluation and promotion.

14.3 Interchange:

In case that an interchange request is submitted, it must comply with the following requisites before asking the School Directorate for this document:

- Have completed at least one semester.
- General average of 5.5 as a minimum, when asking for this document.
- An interchange acceptance letter or a backup document from the corresponding institution.

The early end of a school year for the above-mentioned reasons will take effect when at least one semester is completed in school. This way, the final situation of an early school year end will be solved. There is only one possibility to end a school year early.

14.4 In any of the above cases, it is not valid the reimbursement for incorporation fee or tuition fee.

Article 15: Late Joining

15.1 The School Directorate, in conjunction with the Academic Coordination and class Head teachers will solve the evaluation and promotion of those students that join the academic year later.

Article 16: Junior and Senior students' promotion

161 A junior or Senior student who has passed all learning sub-sectors of his/her Study Plans will be promoted, but according to the situations of Decree 107.

162 A student who has not passed a learning sub-sector will be promoted, provided that his/her achievement level is of 4.5 or higher. For calculation purposes, the mark of a failed sub-sector will be included.

163 Similarly, a student who has not passed two learning sub-sectors will be promoted, provided that his/her general level of achievement is 5.0 or higher. For calculation purposes, the marks of the two failed sub-sectors will be included.

164 In spite of the foregoing, in the Senior cycle (III and IV medio), if one of the sub-sectors either Language and Communication and/or Mathematics is failed, the final average required shall be of 5.5, including failed sub-sectors.

165 Promotion of Students from the Infant Section

In the case of Infant cycle (Play Group, Pre-Kinder and Kinder), for the students promotion an 85% minimum attendance is considered, as well as the learning achievement expected and necessary maturity for the next level.

Regarding the maturity evaluation, this is analyzed by the Head teacher, the Formative Department and the Academic Coordination. The evaluation aims at ensuring that students are optimally inserted into social and academic aspects of the next grade.

Article 17: Marks and Promotion Records

17.1 Marks and Promotion Minutes register, in each grade, final marks of each learning sub-sector, the annual attendance percentage, the final situation of a student, his/her personal data and observations, according the corresponding to decrees. These minutes are sent by mail to the MINEDUC via a General System for Students Information (SIGE).

Article 18: Results, Records and Communication

18.1 The results of evaluations obtained by students in each semester are recorded on the system determined by the school (Schoolnet).

18.2 Through partial evaluation reports and different modalities of meetings with teachers, the Guidance Department and the Academic Coordination, students and parents are informed on achievements obtained by them.

18.3 The partial evaluation report considers a summative record of a student's academic development, which may be used by parents and the school to monitor his/her academic performance.

18.4 Semester marks are given to the guardian at the end of such period.

18.5 A report on Personal Development is given to parents at the end of each semester. This communicates information about a student advance related to the school profile.

18.6 During the school year, the teacher has monitoring meetings with students and guardians. They have different purposes:

- Individual meeting between the teacher and the student: Its purpose is to monitor his/her learning, formation and giving positive feedback for his/her performance.
- Meetings between the Head teacher, parents and/or guardians: They aim at providing information on the progress and needs of a student. They include the delivery of quantitative and qualitative information about academic processes, considering information from different sources: partial reports of results, internal or external tests, data of other subject teachers, inspectorate data, professionals' support, among others.
- Customized interview at the end of each semester with the Head teacher, parents and guardians from Infant and Junior (Playgroup to 4th grade), including students from Junior and Senior cycle (5th grade to IV medio). Its purpose is providing information about students' progress during one semester or year to produce an analysis of all of the processes and generate commitments in those more declining areas.

Article 19: Differentiated Evaluation

The differentiated evaluation refers to the implementation of learning procedures or strategies and/or to appropriate evaluation tools to meet the individuality and diversity of students, including special educational needs or temporary/permanent disabilities, in order to achieve objectives from the different sub-sectors of learning.

The differentiated evaluation does not imply reducing obligatory minimum contents established by the MINEDUC for each level and sub-sector of learning.

19.1 Criteria for Differentiated Evaluation

As a school, we understand the differentiated evaluation under the following criteria:

- The student may have more time to make evaluations.
- The student may receive mediation in relation to the evaluation instructions.
- The student may clarify doubts during the evaluation development.

19.2 Protocol for Differentiated Evaluation Request

With the purpose of having a differentiated evaluation for a student, the guardian shall: Submit a timely diagnostic report to school given by the treating psychiatrist, neurologist or neuro-psychiatrist. The deadline for these requests will be until March 31st. In the case of a first diagnostic, this may be performed at any time of the year.

Once the report is received:

- The Formative Department, in conjunction with the Academic Coordination, will revise if the request is feasible to take effect.
- The resolution is reported to teachers and guardians.
- In case of being accepted, the student will be included in the official list of students with differentiated evaluation and/or exemption, which is delivered and/or updated for teachers during a teachers' council instance and/or via email.

19.3 In the case of the English subject:

Since 2016, the exemption from the English subject does not exist anymore. Those who have been exempted in previous years will continue with this exemption exceptionally. By being a bilingual project with the idea of promoting the learning of a second language, all students have the possibility to have a special differentiated evaluation for this subject.

From 7th grade:

- A student may obtain a minimum mark of **3.5** using an evaluation scale of 40%. If the student obtained two successive **3.5** marks in the semester, he/she will lose this benefit, being **2.5** the minimum obtainable mark in an evaluation scale of 50%.

Guardians of students who have a differentiated evaluation shall:

- Provide updated progress conditions on treatments and/or support of specialists. The differentiated evaluation request does not renew automatically. The guardian shall submit the corresponding reports every year. (Annual renewal).
- Comply with the attendance to school appointments (interviews, meetings, workshops, among others.)
- Work collaboratively with the school.
- Accept suggestions, referrals, and/or guidelines proposed by the school.

Article 20: curricular adaptations

20.1 Adaptations are curricular modifications made to the learning objectives, methodologies, evaluative activities and procedures prescribed from the Formative Department which affect the subject of a given level, allowing students from the integration project to better respond to their grade learning.

a.- When adaptations suppose learning objectives that correspond to levels lower than the student's level, we face a situation within the denomination of Curricular Adaptation.

b.- Curricular Adaptations refer to the re-structuring of learning objectives and minimum contents different from those of the student's grade. These adaptations are made for students with difficulties that interfere in the learning process, according to diagnoses addressed in the Integration Protocol.

Curricular adaptations may consist of shortening or extending the duration of learning processes or introducing significant changes in learning objectives of one or more subjects.

20.2 To make adaptations, the following procedure will be executed:

- A report from the external specialists (psychiatrist, neurologist, neuro-psychiatrist), wherein the diagnosis and support requested are explicitly indicated.
- Individual Education Plan that will be made by the subject teacher with the specialized support of the Formative Department through external specialists and/or tutors. In such plan will be pointed out clearly the type of school intervention, specifying objectives and contents and evaluative procedures to develop, etc.
- Guardian acceptance of the proposal made by the Formative Department and its commitment with a continuous support, according to guidelines set out by the school.

Article 21: Exemption

21.1 School Directorate is authorized to make a partial or permanent exemption from a subject or activity of the Study Plan, only in cases that are duly justified, provided that the exemption is not from the English subject in Junior cycle, because as defined in the IEP, the school is bilingual in that cycle. In the case of Senior cycle, English exemption will be valid only in those cases that are referred from the Formative Department or those belonging to the inclusion program.

21.2 The school, according to the IEP, does not ensure an exemption from the subject of Physical Education, Training and Sports. The student who is not able to do physical exercise that is necessary for this subject, must attend anyway regularly to do other activities, such as teacher assistance and/or theoretical activities, for which he or she will obtain the corresponding mark.

21.3 Exemption from the Religion subject in the Junior cycle will be made by a formal letter from parents and guardians to the Academic Coordination. The exempted student shall go to the Library during Religion hours to read or do personal readings or assignments, being supervised by the person in charge of the library at that time.

Article 22: Decree 2272 Evaluation

22.1 In order to regulate special academic situations in cases of students who joined the school as part of a special admission process, Decree 2272 will be applied in the following situations: discrepancies in student's age and grade (with certification); students from other schools without an official recognition; Chilean students with not recognized studies abroad; foreign students from countries without agreements with Chile or documentation without getting the apostille. The Academic Coordination will request background, compile documentation and manages with the Provincial Education Service this Decree processing which includes the evaluation within a limited deadline.

22.2 The deadline to implement Decree 2272 defined by the school to conduct evaluations is from March to May. Marks obtained by the student during those months will be sent to the Minutes of the Provincial Education Service. As the school has the admissions and enrollments during the whole year, if a student joins the school after the month of May and needs this Decree, marks from the other school or three months of evaluations in our processes will be considered, establishing the end of September as a deadline.

Article 23: Unforeseen Situations

23.1 Every situation that is not contemplated in the present regulations will be solved by the School Directorate with a consultation to the Teachers' Council and the Provincial Education Service from Western Santiago, if applicable.

