



Colegio Albania

**INSTITUTIONAL SYSTEM FOR STUDENT ASSESSMENT AND
PROMOTION**

Content

Assessment and Promotion Criteria	3
Types of Assessment	4
1. Comprehensive Student Assessment Strategies	6
2. Monitoring Actions for Student Performance	7
3. Promotion Criteria	8
4. Institutional Grading Scale and Areas Considered for Grade Promotion ..	8
5. Structure of Student Reports	14
6. Diplomas and Certificates	18
7. Remediation Process for Students Who Do Not Pass a Subject	20
8. Repetition of the Academic Year	22
9. Early Promotion	23
10. Actions to Ensure Compliance with the Evaluation and Promotion System 24	
11. Procedures for Addressing Evaluation and Promotion Concerns	25
12. Community Participation in the Construction of the Evaluation and Promotion System	27
Appendices	27
Appendix 1: Instances, procedures, and response mechanisms for matters related to evaluation and/or promotion.	28
Appendix 2: Appointment of a second evaluator at the request of a student. .	29
Appendix 3: Appointment of a second evaluator at the request of the Pedagogical Leadership Team.	30

The Board of Directors of Colegio Albania Educational Institution, in accordance with the autonomy granted by Decree 1290 of 2009 and considering the recommendations of the Academic Council and the broader Educational Community, hereby establishes and adopts the present Institutional System for Student Assessment and Promotion, also referred to as the Assessment Policy within the context of the International Baccalaureate (IB).

Assessment and Promotion Criteria

Assessment at Colegio Albania is characterized as:

- A. **Continuous:** Conducted on an ongoing basis, allowing for systematic monitoring of each student's progress and identification of challenges throughout the learning process.
- B. **Holistic:** Considers all aspects and dimensions of the student's profile and development to provide evidence of learning processes and knowledge construction.
- C. **Systematic:** Implemented in alignment with pedagogical principles and consistent with the purposes and objectives of education, the institution's mission and vision, competency standards across subject areas, learning goals and indicators, curricular guidelines, academic content, methodologies, and other factors associated with students' comprehensive development.
- D. **Flexible:** Takes into account students' developmental rhythms, interests, abilities, learning pace, challenges, emotional or family circumstances, nutritional or social context, physical conditions, disabilities of any kind, and individual learning styles. A differentiated and specialized approach is provided when relevant challenges have been identified or professionally diagnosed. Teachers will identify students' individual characteristics—particularly their strengths, potential, and limitations—to ensure fair and equitable assessment practices. Students will be given opportunities to learn from success, mistakes, and life experiences.

- E. **Interpretative:** Enables students to understand the meaning of their learning processes and outcomes. In collaboration with teachers, they reflect on strengths and areas for improvement in order to establish pedagogical adjustments that support continued development. Assessments and their results must be clear in purpose, implementation, and interpretation to prevent conflicts of interest between students and teachers.
- F. **Participatory:** Engages students, teachers, parents, and other relevant stakeholders in the assessment process.
- G. **Differentiated:** Throughout the academic year, teachers implement differentiated instructional and assessment strategies based on students' individual needs. For neurodiverse students or those with an Individual Plan, teachers follow the specific accommodations and supports outlined in those plans, which are regularly reviewed and updated by an interdisciplinary team.

Types of Assessment

Diagnostic Assessment: Conducted prior to the teaching and learning process, this assessment identifies what students already know or are able to do. It serves as a tool to guide instructional planning and teaching for learning, taking into account individual student differences. The same diagnostic assessment is administered at the end of the school year to measure student growth.

Formative Assessment: An integral part of the learning process, formative assessment provides ongoing and meaningful feedback on students' progress toward established objectives. It is assessment for learning, involving the continuous analysis, interpretation, and use of data to inform and plan the next stages of instruction.

Summative Assessment:

Designed to determine the level of achievement attained at a particular

stage of the learning process, summative assessment allows students to demonstrate what they have learned and provides teachers with clear evidence of students' understanding and skill development.

Formative and summative assessments are complementary and should support one another; they should not be viewed as mutually exclusive. Together, they provide valuable information about both student learning and instructional effectiveness, enabling continuous improvement of both processes.

Additionally, in the Diploma Programme (DP), summative assessments administered at the end of the course are directly aligned with formal assessment objectives and play a determining role in certification decisions and promotion to the next stage of academic life, namely university studies.

- Formal assessment in the Diploma Programme (DP) includes both internal and **external assessments established by the International Baccalaureate (IB)**.
- External moderation of internally assessed work to ensure consistency and alignment with IB standards.
- External summative assessment required for the award of the International Baccalaureate Diploma.

To support assessment and promotion processes, the following Student Assessment and Promotion Committees are established and convened throughout the academic year:

- Committee for Grades Flyers through 4th Grade
- Committee for Grades 5th through 11th Grade

These committees are composed of two teacher representatives, one parent representative, the Curriculum Coordinator, the School Counselor, and the Vice Principal of the respective division, who holds the authority to invite additional teachers or student support staff to provide further insight into specific cases when necessary.

The Assessment and Promotion Committee reviews each student's academic progress and determines the approval or non-approval of subject areas in Grades 1 through 9 and/or individual subjects in Grades 10 and 11.

In accordance with established assessment processes, the following criteria are defined for student promotion, remediation, or retention:

1. Comprehensive Student Assessment Strategies

For all assessment activities, student learning processes will be considered as follows:

- Standards and objectives for each subject and grade level will be defined in alignment with the institution's assessment principles and curricular guidelines.
- A variety of assessment activities and methods will be determined to ensure alignment with the expected standards and objectives.
- Each teacher will design assessment tools that take into account the individual needs of each student.
- Teachers will observe and evaluate students' processes and progress as they engage in the proposed learning activities.
- Based on the results obtained, teachers will make instructional decisions and implement the necessary adaptations to continue providing opportunities for growth and the ongoing development of skills.
- In addition to ongoing tests and activities conducted by teachers, students will participate in reflective, analytical, and interpretative exercises that promote self-reflection and formative peer assessment at both conceptual and developmental levels.
- Practical activities will also be carried out to guide students in understanding the importance of making value judgments responsibly and honestly regarding their own strengths and areas for growth.

As an integral component of student assessment, this policy recognizes the importance of differentiation within the teaching and learning process and incorporates various forms of support in alignment with the institution's Inclusion Policy. Therefore, in all subject areas, teachers must implement the accommodations and pedagogical strategies outlined in Individualized Education Plans (IEPs) or Individual Plans for Reasonable Adjustments (PIAR) for students with identified special educational needs or those requiring additional support in their learning process.

2. Monitoring Actions for Student Performance

Assessment is a continuous process; therefore, teachers implement a variety of pedagogical strategies and assessment instruments to evaluate student performance.

- At the beginning of the school year, observations and diagnostic activities are conducted to identify students' strengths and areas for growth, allowing instruction and assessment to be appropriately adjusted.
- Transition meetings are held to inform teachers about each student's characteristics, talents, and special educational needs, as well as the pedagogical strategies required for students with individual plans. In addition, teaching teams meet periodically to monitor student development, analyze performance, and establish appropriate intervention strategies.
- Assessment and Promotion Committees are convened to review specific cases of students experiencing difficulties in their learning process.
- Throughout the academic year, teachers provide tutorial support activities to reinforce learning and address identified needs.

3. Promotion Criteria

A student who, at the end of the academic year, achieves a performance level of Basic (BÁSICO) or higher in all subject areas, or who fails only one subject area with a performance level of Low (BAJO), will be promoted and may enroll in the next grade level with the current grade marked as Passed.

In the Diploma Programme (Grades 10 and 11), academic areas are organized into subject groups, which are considered individually for purposes of grade promotion or retention, as follows:

- Group 3: Individuals and Societies is divided into the subjects of History, Philosophy, and any other subjects offered by the school within this group, in accordance with the guidelines of the International Baccalaureate (IB) Organization.
- Group 4: Experimental Sciences is divided into the subjects of Physics, Chemistry, Biology, Computer Science, Design and Technology, and any other subjects offered by the school within this group, in accordance with IB guidelines.

The Preschool level is assessed and promoted in accordance with the provisions established by law governing early childhood education (Decree 2247 of September 1997).

4. Institutional Grading Scale and Areas Considered for Grade Promotion

PYP – PEP (Flyers–4th Grade)

Student performance will be evaluated in accordance with the National Performance Scale established by the Ministry of Education, using the following levels: Superior (Outstanding), Alto (High), Básico (Basic), Bajo (Low).

Final Grade (Scale 1–4)	MEN National Performance Scale
4	Superior Performance (Outstanding)

3	High Performance (Alto)
2	Basic Performance (Básico)
1	Low Performance (Bajo)

The final grade will be awarded based on a comprehensive evaluation of the student's overall development and performance in each subject throughout the entire academic year (best fit approach).

The best fit grade is assigned by the teacher after analyzing both formative and summative evidence of the student's learning in relation to the established grade-level objectives for each subject area. It is important to note that this grade is not calculated as a sum or average of previously obtained marks; rather, it reflects professional judgment based on the student's overall achievement of learning goals.

Subject Areas Considered for Promotion

The following subject areas will be considered for grade promotion:

- English
- Mathematics
- Natural Sciences
- Social Studies
- Physical Education
- Spanish
- Arts (including Visual Arts, Music, and Drama)
- Technology

Subjects taught for only one hour within the six-day cycle will not be considered for promotion purposes.

MYP – PAI (Grades 5–9)

Colegio Albania follows the guidelines established by the International Baccalaureate (IB) for the assessment of students in each subject. The following assessment criteria apply:

- In each subject, students are evaluated according to four criteria that reflect their level of mastery of the discipline. Each criterion is scored on a scale from 1 to 8, where 8 is the highest level of achievement, for a maximum total of 32 points.
- To report the final trimester and end-of-year grade, a numerical scale from 1 to 7 is used for each subject. This grade is determined according to the achievement band corresponding to the total sum of the four criteria.
- This numerical scale (1–7) is aligned with the National Performance Scale established by the Ministry of Education (Superior, Alto, Básico, Bajo). The final portfolio grade will be awarded using a best fit approach, based on a comprehensive evaluation of the student’s learning throughout the academic year in each subject area.

MYP – PAI Achievement Bands

Sum of Criteria (0–32)	Final Subject Grade (1–7)	MEN National Performance Scale
28–32	7	Superior Performance (Outstanding)
24–27	6	High Performance (Alto)
19–23	5	High Performance (Alto)
15–18	4	Basic Performance (Básico)
10–14	3	Low Performance (Bajo)
6–9	2	Low Performance (Bajo)
1–5	1	Low Performance (Bajo)

The final subject grade at the end of the academic year will be calculated by taking into account the percentage obtained from the portfolio throughout the year, the midyear examination, and the final examination.

The weighting established for each grade level is determined as follows:

Grade	Portfolio	Midyear Exam	Final Exam
5th	85%	5%	10%
6th	80%	10%	10%
7th	75%	10%	15%
8th	70%	15%	15%
9th	70%	10%	20%

Subject Areas Considered for Promotion – MYP (Grades 5–9)

The following subject areas will be considered for grade promotion:

- English
- Mathematics
- Natural Sciences (including Biology, Physics, and Chemistry)
- Social Studies (Individuals and Societies – Global and Local contexts)
- Physical Education
- Spanish
- Arts (including Visual Arts, Music, and Drama)
- Design and Technology

Subjects taught for only one hour within the six-day cycle will not be considered for promotion purposes.

Diploma Programme (Grades 10–11)

Student performance will be reported using a numerical scale from 1 to 7 in each subject area. This numerical scale is aligned with the National Performance Scale established by the Ministry of Education (Superior, Alto, Básico, Bajo).

Final Subject Grade (1–7)	MEN National Performance Scale
7	Superior Performance (Outstanding)
6	High Performance (Alto)
5	High Performance (Alto)
4	Basic Performance (Básico)
3	Low Performance (Bajo)
2	Low Performance (Bajo)
1	Low Performance (Bajo)

The final portfolio grade will be issued based on a comprehensive evaluation of the student's overall development and performance in each subject throughout the academic year (best fit approach).

The final subject grade at the end of the academic year will be calculated by taking into account the percentage obtained from the portfolio throughout the year, the midyear examination, and the final examination.

In the case of PPS Science subjects (Preparation for the Saber Tests), each trimester or semester—depending on the academic organization—students will rotate through one of the experimental sciences: Physics, Chemistry, or Biology. At the end of each rotation, the corresponding teacher will assign a best fit grade for that subject.

The final grade for PPS Science subjects at the end of the academic year will be the average of the best fit grades assigned during each rotation period. This average will be calculated by the Systems Department, which is responsible for issuing academic reports.

If an eleventh-grade student fails a PPS (Preparation for the Saber Tests) subject, the result of the SABER 11° examination will be considered for approval, according to the scale specified in the following table:

Component	Non-IB Diploma Candidates	IB Diploma Candidates
Final Cycle Portfolio	50% May include internal assessment grades and predicted grades	70% May include internal assessment grades and predicted grades
Midyear Examination	15%	30%
Final Examination	35%	Students do not take a final school examination for grading purposes

SABER 11 Examination Results: These results apply only to PPS subjects (Preparation for the SABER Examinations). They do not apply to Higher Level (HL) or Standard Level (SL) subjects. Sciences: Biology, Physics, and Chemistry Critical Reading: Critical Reading and Philosophy Civic Competencies: Social Studies	Replaces the PPS subject portfolio grade, if applicable. Scale: 60–69% → 4 70–79% → 5 80–89% → 6 90–100% → 7 Does not apply to English.	Replaces the PPS subject portfolio grade, when applicable. Scale: 60–69% → 4 70–79% → 5 80–89% → 6 90–100% → 7 Not applicable to English.
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If the results are not available at the time the subject status is determined, the student must follow the remediation process established in accordance with the school's assessment policy.

The subject areas considered for promotion are as follows:

GROUP	SUBJECT	LEVEL
1. Studies in Language and Literature	English A: Language and Literature Spanish A: Language and Literature	Higher Level (HL) and Standard Level (SL)
2. Language Acquisition	English B / Spanish B	Higher Level (HL) and Standard Level (SL)
3. Individuals and Societies	History Philosophy Anthropology	Higher Level (HL) and Standard Level (SL)
4. Experimental Sciences	Physics Biology Chemistry Computer Science Design and Technology Environmental Systems and Societies	Higher Level (HL) and Standard Level (SL)
5. Mathematics	Mathematics: Analysis and Approaches Mathematics: Applications and Interpretation	Standard Level (SL)

6. The Arts	Music Visual Arts	Higher Level (HL) and Standard Level (SL)
7. Core	Extended Essay Theory of Knowledge (TOK) CAS (Creativity, Activity and Service)	
8. Physical Education	Physical Education	

Notes

Due to the broad academic offering of the Diploma Programme, there may be additional Higher Level (HL) or Standard Level (SL) subjects offered by Colegio Albania that are not included in the table above. These subjects may be implemented following a prior feasibility analysis conducted by the school.

Subjects taught for only one hour within the six-day cycle will not be considered for promotion purposes.

5. Structure of Student Reports

PYP – PEP (FL–4th Grade)

Families receive six performance reports via email throughout the academic year: one at mid-trimester and one at the end of each trimester.

The mid-trimester report includes:

- a. The performance scale.

Range	Description
4	The student demonstrates excellent performance in the majority of the work presented in the subject. El estudiante demuestra un excelente desempeño académico en la mayoría de los trabajos realizados en la asignatura.
3	The student can apply skills and concepts correctly and independently. The student demonstrates proficiency in the targeted grade-level objectives with consistent evidence of application over time. El estudiante puede aplicar las habilidades y conceptos correctamente y de manera independiente. Demuestra

	dominio de los objetivos del grado y evidencia de su aplicación de forma consistente.
2	The student usually requires additional support to apply skills and concepts. The student does not consistently demonstrate proficiency in the targeted grade-level objectives. Usualmente el estudiante requiere apoyo adicional para aplicar las habilidades y conceptos. No demuestra consistencia en el logro de los objetivos del grado.
1	The student has not yet mastered the basic objectives of the subject area. Despite receiving additional support, the student is not yet able to apply the required skills and concepts. El estudiante aún no alcanza los objetivos básicos del área. A pesar de recibir apoyo adicional, no logra aplicar las habilidades y conceptos requeridos.

- b. The evaluative judgment (best fit) of the student's performance up to that point in the trimester.
- c. The student's approach to learning (attitude toward learning) for each subject, reported according to the following framework:

Criteria Assessed:

- Is responsible for schoolwork.
- Uses time effectively.
- Practices the essential classroom agreements.
- Follows classroom instructions.
- Organizes materials and workspace.
- Demonstrates independence in school activities.
- Works well with peers.
- Participates in proposed activities.

Performance Scale:

1. Never or almost never
2. Sometimes
3. Regularly
4. Almost always or always

The end-of-trimester report includes:

- a. The performance scale (same as the mid-trimester report).
- b. A description of the student's performance in the Units of Inquiry developed during the trimester.
- c. The evaluative judgment (best fit) of the student's performance throughout the trimester.
- d. Teacher observations regarding the student's learning process, highlighting strengths and areas for improvement.
- e. The student's approach to learning for each subject, following the same framework and scale used in the mid-trimester report.

MYP – PAI (Grades 5–9) and DP – Diploma Programme (Grades 10–11)

First and Second Trimester Reports

Each report includes:

- I. The assessment criteria for each subject taken in the grade level, including the corresponding achievement levels.
- II. A description of each assessed criterion.
- III. The level of achievement reached by the student for each criterion, determined through the best fit approach.

The final subject grade for each trimester is obtained from the sum of the criteria scores and converted to the 1–7 numerical scale. This number reflects the student's level of performance in the subject up to that point in the academic year.

7	Superior Performance
5–6	High Performance
4	Basic Performance
1–3	Low Performance

Each report also includes written teacher comments for every subject.

In the second trimester report, an additional column is included showing the 1–7 numerical grade corresponding to the December examination results.

IV. **Approach to Learning**

Grade	Performance Level	Description
7	Superior	Exceeds expectations with outstanding quality.
6	High	Meets expectations with high quality.
5	High	Meets expectations with good quality.
4	Basic	Meets expectations with acceptable quality.
3	Low	Occasionally meets expectations, but with insufficient quality.
2	Low	Rarely meets expectations, with very low quality.
1	Low	Does not meet expectations.

Third Trimester Report

The third trimester report serves as the final report of the academic year. It follows the same structure as previous reports. However, the final subject grade at the end of the academic year is calculated based on the percentage obtained from: the portfolio throughout the year, the midyear examination, the final examination. (As specified in Section 11 of this document).

Grade	Portfolio	Midyear Exam	Final Exam
5	85%	5%	10%
6	80%	10%	10%
7	75%	10%	15%
8	70%	15%	15%
9	70%	10%	20%
10	50%	15%	35%
11	50%	15%	35%

IB Diploma Candidates (Grade 11)

Grade	Portfolio	Midyear Exam	Final Exam
11	70%	30%	N/A

6. Diplomas and Certificates

The institution is committed to issuing the necessary academic certificates (including equivalencies with other grading systems) when a student transfers to another school or applies to national or international universities.

6.1 Basic Education Certificate

Students who complete Grade 9 and pass all subject areas (including those from previous grades), as well as successfully complete and pass the Personal Project inquiry component (MYP requirement), will receive a certificate confirming completion of this level of Basic Education.

Students who do not pass the Personal Project will be granted an internal remediation period before the end of the academic year. During this formative review process, the student may be assigned a new supervisor to support revisions based on feedback provided by the evaluation team.

If the student does not pass this second opportunity, the vacation period may be used to complete the project. Failure to do so will require continuation of the remediation process as a condition for beginning the Extended Essay in Grade 10.

6.2 Colombian High School Diploma

The Colombian High School Diploma will be awarded to Grade 11 students who:

- Have passed all grade levels, including Grade 11.

- Have fulfilled the Diploma Programme core requirements (Extended Essay, CAS, and Theory of Knowledge).
- Have registered for and taken the SABER 11 examination through the school.

6.3 American Diploma

As a school accredited by Cognia, the institution is authorized to issue an American Diploma to graduating students who:

1. Fulfill all requirements for the Colombian diploma.
2. Have been enrolled at Colegio Albania or another Cognia-accredited school for a minimum of two years.
3. Achieve a TOEFL score of 4 or higher, or a minimum SAT Evidence-Based Reading and Writing score of 490.

6.4 International Baccalaureate Diploma

According to the IB Diploma Programme Procedures Manual: Each subject is graded on a scale from 1 to 7 (7 being the highest). Theory of Knowledge and the Extended Essay are graded from A to E (A being the highest). These two grades are combined in the diploma points matrix and contribute between 0 and 3 additional points. CAS is not formally graded; however, students must submit a portfolio demonstrating achievement of the eight IB learning outcomes.

Consequently, the maximum overall score that can be achieved from the assessment of the six subjects and Theory of Knowledge/Extended Essay is 45 points ((6 subjects × 7 points) + 3 core points).

The minimum threshold for the award of the diploma is 24 points; therefore, the diploma will not be granted to candidates who obtain a total score below this requirement.

Additional Diploma Requirements:

- Completion of CAS requirements.
- No grade “N” in Theory of Knowledge, the Extended Essay, or any diploma subject.
- No grade E in Theory of Knowledge or the Extended Essay.
- No grade of 1 in any subject or level.
- No more than two grades of 2 (HL or SL).
- No more than three grades of 3 or below (HL or SL).
- At least 12 points in HL subjects (for students taking four HLs, the three highest grades count).
- At least 9 points in SL subjects (students taking two SLs must earn at least 5 points at SL).
- No academic misconduct penalty from the Final Award Committee.
- Students meeting these conditions in more than one language may be eligible for a bilingual diploma.

6.5 IB Bilingual Diploma

Candidates are eligible for the IB Bilingual Diploma if they:

- Successfully complete two Group 1 Language and Literature courses in different languages, or
- Successfully complete one or more Individuals and Societies or Sciences subjects in a language different from the one selected for Language and Literature.

7. Remediation Process for Students Who Do Not Pass a Subject

A student who, at the end of the academic year, receives a Low Performance (BAJO) in one (1) subject area in the PYP (Grades 1–4), the MYP (Grades 5–9), or one (1) subject in the Diploma Programme (Grade 10), must submit evidence of completion of the assigned remediation activities.

Secondary Level Remediation Process

At the end of the academic year, the student will receive a study guide containing activities to be completed and submitted within thirty (30) calendar days after the beginning of the following school year. The work must be the student's own authorship. This component will account for 20% of the remediation grade.

During this 30-day period, the student will receive the necessary support strategies and will take a summative assessment weighted at 80%.

The dates for these processes will be determined by the Vice Principals and Curriculum Coordinators and communicated in a timely manner through the appropriate channels.

If the remediation process is successfully completed:

- The final grade will be 2 in PYP.
- The final grade will be 4 in MYP and DP.

If the student does not successfully complete the remediation by the established deadline, the case will be reviewed again by the Evaluation and Promotion Committee, which will adjust the support strategies and timeline in consultation with the Student Support Department.

If, at the end of the academic year, the student passes the subject in the current grade, the previously failed subject will be considered approved with a final grade of 2 (PYP) or 4 (MYP and DP).

If the subject is failed again, the student will follow an individualized improvement plan designed according to the recommendations of the Evaluation and Promotion Committee.

Grade 11 – Diploma Programme

A Grade 11 student who receives a Low Performance in one (1) subject must complete the remediation process within the timeline established in the school calendar.

If the student successfully completes the remediation within the stipulated time, the final grade will be 4, and the student may participate in the graduation ceremony.

If the remediation is not successfully completed, the Evaluation and Promotion Committee will review the case and adjust the student's timeline to provide further opportunities to fulfill graduation requirements. Since the initially established timeframe will have been exceeded, the student will not participate in the graduation ceremony, and the remediation process will continue during the following academic year.

8. Repetition of the Academic Year

- A PYP or MYP student who receives Low Performance in two (2) or more subject areas will repeat the grade and must re-enroll for the entire following academic year.
- In the Diploma Programme, a Grade 10 student who receives Low Performance in two (2) or more subjects will repeat the grade. In Grade 11, if a student receives Low Performance in two (2) or more subjects, and/or fails to meet the core requirements of the Diploma Programme (Extended Essay, CAS, or Theory of Knowledge), the Evaluation and Promotion Committee will meet with parents to determine whether the student will repeat the academic year or follow a special remediation plan.
- A student who has been absent for 25% or more of the academic year will not be promoted to the next grade level.

In accordance with Decree 1290 of 2009, Article 6, each educational institution determines its promotion criteria and attendance requirements. If a student is not promoted, the institution must guarantee continued enrollment for the student to pursue their educational process.

- If a student fails two grades (consecutively or not), the Evaluation and Promotion Committee will analyze the case and may make recommendations regarding the student's continued enrollment, subject to review by the Board of Directors.

Pedagogical Support Strategies for Students Who Repeat a Grade

Students who repeat a grade will follow a pedagogical improvement plan designed according to the recommendations of the Evaluation and Promotion Committee. The plan will be monitored during the following academic year by the Vice Principal, Curriculum Coordinator, and Student Support Team.

9. Early Promotion

For Students with Superior Academic Performance

Students who consistently demonstrate Superior Performance during the first trimester and exhibit exceptional cognitive, attitudinal, emotional, and self-management skills may be considered for early promotion.

All teachers must submit written recommendations to the Vice Principal. The Student Support Team will administer assessments to determine the student's readiness. The case will then be reviewed by the Evaluation and Promotion Committee.

This does not apply to Grades 10 and 11, as the Diploma Programme must be completed in full.

If approved, the Rector and Vice Principal will meet with parents and the student. If the family agrees, the case will be submitted to the Academic Council and subsequently to the Board of Directors for final approval. The decision will be recorded officially.

Teachers will then submit final grades for archival purposes, and the report will be provided to the family.

For Students Who Repeated the Previous Year

The Evaluation and Promotion Committees may recommend to the Rector the early grade promotion of students who were not promoted in the previous academic year. This opportunity entails a significant academic and attitudinal commitment on the part of the student.

To be considered for Early Promotion, the student must meet the following requirements:

- The student must achieve Superior Performance in all subjects during the first academic trimester of the grade being repeated (4 in PYP and 7 in MYP). Early promotion does not apply to Grades 10 and 11, as the Diploma Programme must be completed in full.
- The student must demonstrate, through examinations administered by the school, that they possess the knowledge and skills developed during the first trimester of the grade to which they seek promotion, obtaining a minimum passing grade of 3 in PYP and 5 in MYP (High Performance).
- If the student meets these requirements, the Rector will submit the recommendation to the Academic Council and subsequently to the Board of Directors for approval.
- If promotion is granted, teachers, the Student Support Department, the student, and parents will work collaboratively to ensure that any pending learning objectives from the first trimester of the new grade level are successfully addressed.

10. Actions to Ensure Compliance with the Evaluation and Promotion System

To ensure compliance, Vice Principals convene:

- Student monitoring meetings
- Grade-level teaching teams
- Evaluation and Promotion Committees
- Student Support meetings
- Curriculum coordination meetings
- Section leadership meetings

During these meetings, a comprehensive analysis of students' academic and formative situations is conducted in order to identify their primary challenges and design strategies that support their improvement.

From multiple perspectives, concrete actions are proposed to promote the development of skills, strengthen study habits, and enhance academic performance. Through this collaborative process, structured support plans are developed to ensure a more effective and meaningful learning experience for each student.

11. Procedures for Addressing Evaluation and Promotion Concerns

During the evaluation process, a written request may be submitted to the following institutional authorities for review, following the established chain of command outlined below. It is not necessary to exhaust all instances:

1. The subject teacher.
2. The Vice Principal of the respective level, who will review the case with the teacher and the Head of Department, or convene the Evaluation and Promotion Committee if necessary.
3. The Rector, who may review the decision of the Evaluation and Promotion Committee and, if required, refer the case to the Board of Directors.

The above-mentioned authorities have a maximum of five (5) business days to respond to the request. Responses will be issued in writing, with the appropriate supporting documentation, and will be formally communicated to the interested parties.

If review by the Board of Directors is required, it will take place at the session scheduled immediately following the date of the request.

Second Evaluator – Student Request

If a student disagrees with a grade:

- The student must speak with the teacher within five days of receiving the evaluation.
- The student may then follow the formal process with the Curriculum Coordinator and/or Vice Principal.
- The Evaluation and Promotion Committee may appoint a qualified second evaluator. The final grade will be determined based on analysis of both evaluations.

Second Evaluator – Leadership Request

When an Area Leader, Curriculum Coordinator, or Vice Principal considers that the grades assigned by a teacher do not accurately reflect the learning process of a student or group of students, a request may be made for the case to be reconsidered as follows:

- First, the case will be discussed with the teacher.
- As a second instance, the Vice Principal may convene the Evaluation and Promotion Committee to review the case. The Committee may recommend the appointment of a qualified second evaluator to review the assigned grades or to reassess the student or group of students.

The final grade will be determined by the Evaluation and Promotion Committee based on the analysis of both evaluations.

12. Community Participation in the Construction of the Evaluation and Promotion System

The present Institutional System for Evaluation and Promotion was developed with the participation of all sectors of the Colegio Albania educational community.

The pedagogical leadership team conducted a comprehensive review of the Institutional Evaluation and Promotion System and consulted with the Academic Council and the Board of Directors, resulting in a formal proposal for the Evaluation and Promotion System.

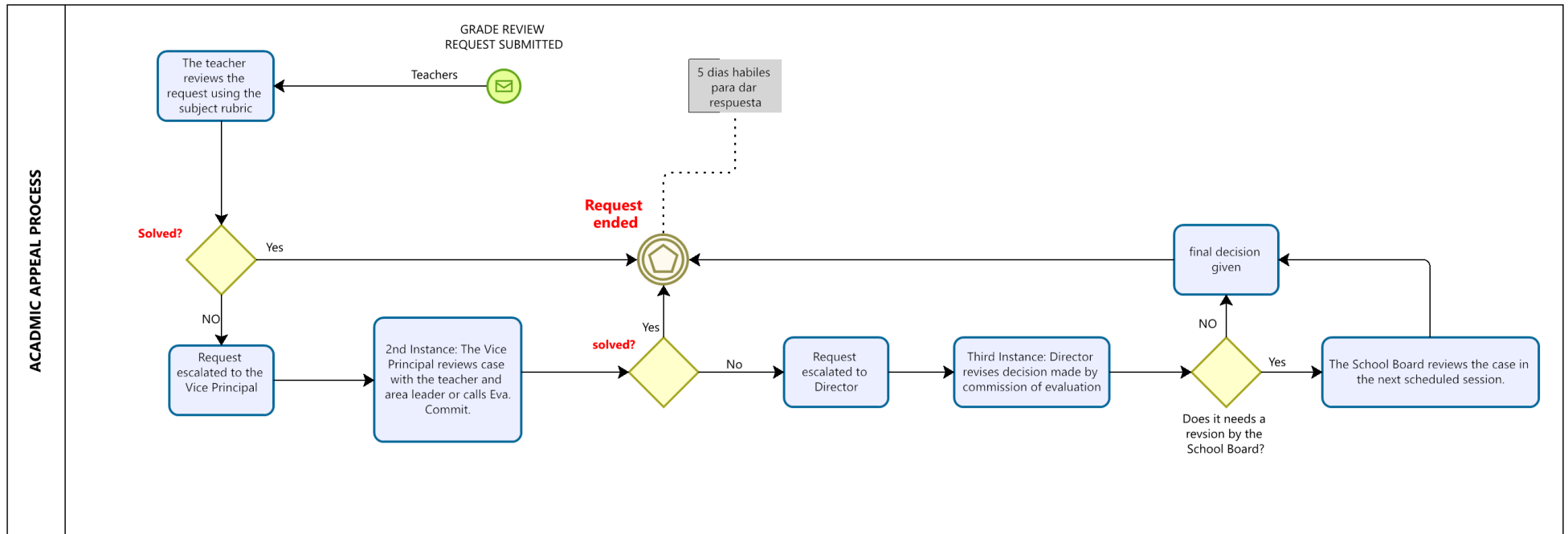
The proposal was shared via email with representatives of the teaching staff, the Parent Council, and the Student Council. Feedback was received through the same channel, carefully considered, and incorporated into the proposal whenever appropriate.

Finally, formal meetings of the Academic Council and the Board of Directors were held to approve the Institutional Evaluation and Promotion System.

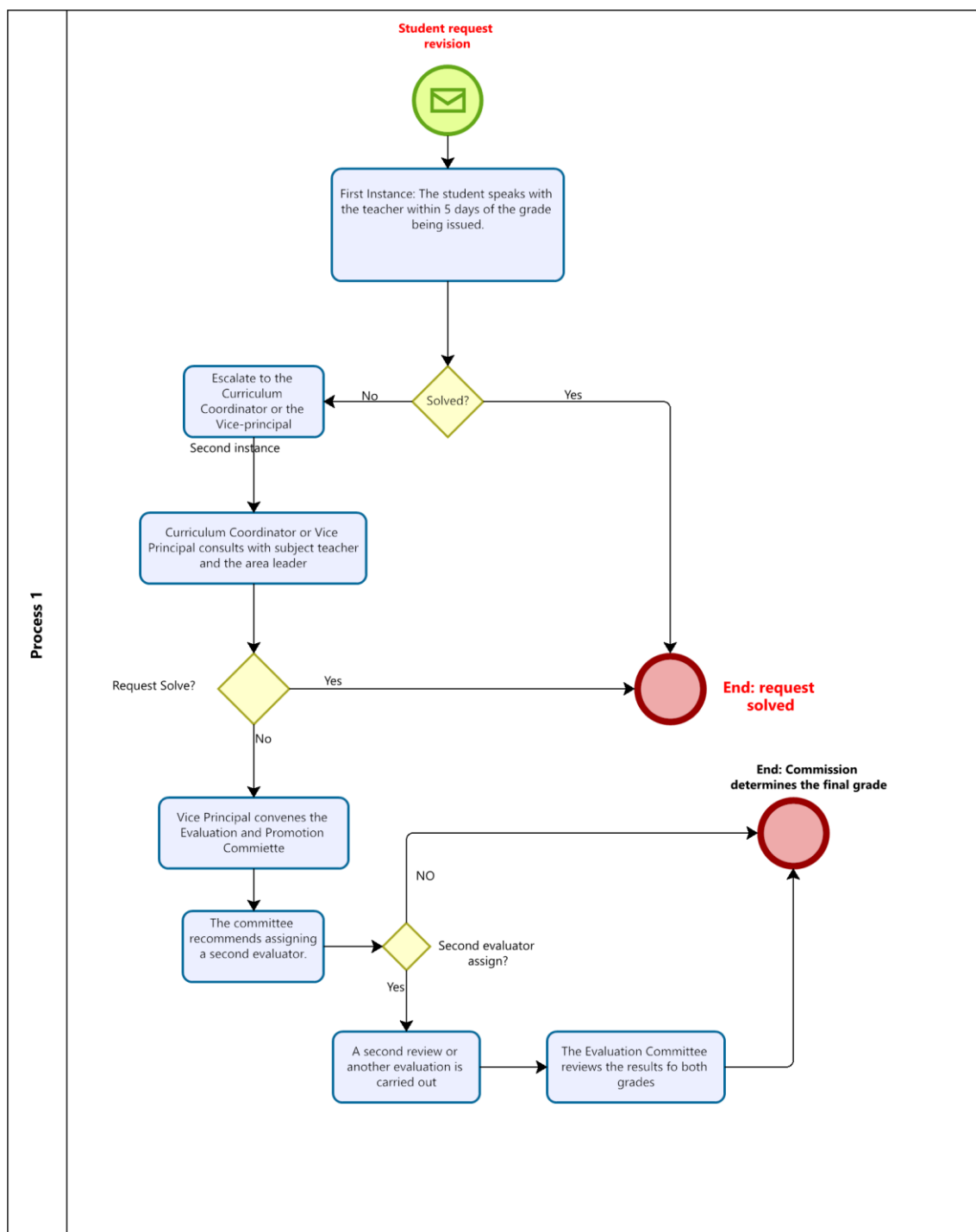
Any modifications to this Institutional Evaluation System have been carried out in strict accordance with the legal procedures established for this purpose.

Appendices

Appendix 1: Instances, procedures, and response mechanisms for matters related to evaluation and/or promotion



Appendix 2: Appointment of a second evaluator at the request of a student.



Appendix 3: Appointment of a second evaluator at the request of the Pedagogical Leadership Team.

