

ASSESSMENT RULES AND REGULATIONS



Czech School Without Borders, London

Country: United Kingdom

Address: 26-30 Kensington Palace Gardens, W4 8QY London

Legal status: A Company Limited by Guarantee, no 7323697
Registered Charity Number 1151158

The assessment rules and regulations are valid since 01/04/2015

Pupil assessment is performed in compliance with Regulation no. 561/2004 Sb. dealing with pre-school, basic, secondary, tertiary vocational, higher and other education. Assessment rules and regulations are a part of the school's internal rules.

- I. Evaluation of the process and results of education, principles and rules for pupils' self-evaluation.
 1. Educational staff make sure that pupils and their legal representatives were timely and regularly informed about the education process and results of pupils.
 2. Educational staff make sure that pupils and their legal representatives are familiar with assessment rules and regulations.
 3. Pupils get a final report biannually; in the first half pupils may get an extract of the final report instead.
 4. The evaluation of pupils' education results is indicated on a 5-point scale. Verbal evaluation and a table showing different outputs in given subjects are annexed to the final report
 5. Evaluation aims to be:
 - a) Systematic
 - b) Objective
 - c) Coherent in approach
 - d) Transparent
 6. Although evaluation is an inevitable part of education, it is not the only motivation to learn.
 7. Evaluation brings pupils and their legal representative useful and reliable information on the pupils' development and aims to motivate pupils to continue their progress.
 8. Progressive yearlong evaluation is indicated in five grades:
 - a) Excellent

The pupil has a full and accurate commands of the content of lessons. The pupil is capable of using the newly acquired knowledge creatively and independently

in new situations. The pupil's results are high-quality with potential minor imperfections.

b) Very good

The pupil has fairly good command of the content of lessons. The pupil needs a small help in order to use the newly gained knowledge in new situations. The pupil's results do not have any major imperfections.

c) Good

The pupil has a partial command of the content of lessons. The pupil needs more help in order to use the newly gained knowledge in new situations. The pupil's results have more or bigger imperfections.

d) Sufficient

The pupil has almost none command of the content of lessons and is not capable of using the newly gained knowledge in new situations. The pupil's results have major imperfections. However, the pupil shows interest in learning and doing homework.

e) Failed

The pupil is not familiar with the content of lessons, does not show interest in learning and does not do homework.

9. Written tests are evaluated with points. The overall result is indicated on a 5-point scale based on the percentage that corresponds with the number of gained points according to the following rules:
 - a) Excellent: 100-81% of the total score
 - b) Very good: 80-61% of the total score
 - c) Good: 60-41% of the total score
 - d) Sufficient: 40-21% of the total score
 - e) Failed: 20-0% of the total score
10. Pupils are evaluated at least twice midyear, and the final test is archived. In the middle of the school year, the pupil is assessed on the basis of the half-year test or a number of smaller tests.
11. A part of the evaluation is completing homework which makes an inevitable part of the time allocation for each subject, as indicated in the educational programme of CSWB. In case of absence, pupils are obliged to catch up on all schoolwork.
12. Pupils are allowed to miss 30% of the total number of lessons. If they miss more, the pupil loses the right to be evaluated.
13. Exceptional situations due to which the absence is higher than 30% are dealt with individually.
14. A part of the continuous evaluation process is that pupils self-evaluate themselves
15. Principles of pupils' self-evaluation:
 - a) Self-evaluation strengthens pupils' self-respect and self-confidence.

- b) Self-evaluation draws pupils into the process of learning, leads them to responsibility for their education, motivates them to learn, helps them to be aware of their own strengths and weaknesses.
- c) Mistakes are a very important and natural part of learning. Educational staff talk about the mistakes to pupils, help them analyse those mistakes, pupils are encouraged to correct some of their works themselves.