


	Process	LEADERSHIP OF THE CURRICULUM
	FORMAT	SCHOOL EVALUATION SYSTEM
	VERSION 1	FEBRUARY 2023
	CODE	2240223
	RESPONSIBLE	GENERAL DIRECTORATE

SCHOOL EVALUATION SYSTEM

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STRUCTURE OF THE INSTITUTION


St. Jude School consists of three sections: Preschool, Elementary and Secondary, the levels have their own distinctive name. Each section has its own academic director.



Section	Level	Age	Costa Rica	US equivalent	UK equivalent
Preschool	Cocoons	6-14 months	You drink	You drink	Daycare
Preschool	Green Caterpillars	1.3 -2.2	Maternal 1	Preacher 1	Daycare
Preschool	Blue Butterflies	2.3-3.2	Maternal 2	Preacher 2	Preschool
Preschool	Yellow Bees	3.3-4.2	pre-kids	Preacher 3	Nursery
Preschool	Brown Squirrels	4.3-5.2	Children	Preacher 4	Reception

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Preschool	Red Ladybugs	5.3-6.2	Preparatory	Children	Year 1
primary	Rabbits	6.3-7.2	1st degree	1st degree	Year 2
primary	Toucans	7.3-8.2	2nd degree	2nd degree	Year 3
Primary	Owls	8.3-9.2	3er grade	3er grade	Year 4
Primary	Raccoons	9.3-10.2	4th grade	4th grade	Year 5
primary	Frogs	10.3-11.2	5th grade	5th grade	Year 6
Secondary	Hawks	11.3-12.2	6th grade	6th grade	Year 7
Secondary	Pumas	12.3-13.2	7th grade	7th grade	Year 8
Secondary	Dolphins	13.3-14.2	8th grade	8th grade	Year 9
Secondary	Sharks	14.3-15.2	9th grade	9th grade	Year 10
Secondary	Crocs	15.3-16.2	10th grade	10th grade	Year 11

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Secondary	Eagles	16.3-17.2	11th grade	11th grade	Year 12
Secondary	Golden Eagles	17.3-18.2	Iby3*	G12	Year 13


* Athletes, Retakes, Late Arrivals, Late Entries For IB, AP.



VISION, MISSION, VALUES AND ATTRIBUTES OF THE STUDENTS

Our vision

Our vision is to be the school chosen by parents and students in Costa Rica, a school that promotes excellence, an exclusive and different but inclusive school for everyone. Taking others with us on this exciting adventure of amazing learning.

Our excellence is not perfection. Our excellence is daily, constant and continuous mastery. Saint Jude is the saint of lost causes, he is the saint of excellence.

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‘Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.’ Aristotle

‘Excellence is an art earned through training and habit. We do not act correctly because we have excellent virtues, but we are virtuous because we act correctly. We are what we repeatedly do. Excellence, then, is not an event but a habit.’ Aristotle, 384-322 B.C., Greek philosopher and scientist.


Mission



St. Jude School is an inclusive, internationally-minded educational community built on Christian values; The institution is known for its innovation and excellence in developing students who are critical thinkers, adaptable, and responsible citizens who will make a positive and lasting contribution to both society and their environment.

Values

St. Jude School has five values:

Faith, Integrity, Excellence, Sustainability and Kindness, which are the basis of everything we do.

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Student attributes

We instill in our students the following attributes of the International Baccalaureate.

- **inquirers,**
- **informed,**
- **thinkers,**
- **good communicators,**
- **righteous,**
- **open minded ,**
- **solidarity,**
- **bold,**
- **balanced,**
- **reflective.**

Parents' commitment

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The relationship between parents and St. Jude School is formally governed by the institution's enrollment contract and by this handbook. By enrolling their child at St. Jude School, parents agree to support the mission, vision, and values of the school, follow its rules, and abide by its decisions.


PRESCHOOL



In Preschool we evaluate the development of each student in each activity and in each period. Observing and recording progress are tools that teachers use to monitor student learning. The evaluation is carried out through the observation and interactions of teachers, children and parents to achieve a holistic vision of the child's development, recorded in various instruments.

Evaluation and grade reports

In the middle of the first and second semester, an individual meeting is held with each family to discuss the student's progress and development in that first period of the semester. This report is called the Progress Report and is a description of each student in terms of their academic and emotional performance.

We also communicate formally through progress reports that are available at the end of each semester. The teacher will explain the semester report in individual meetings. We ask that you

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share the report card with your child to celebrate their learning. Remember that in order to access the student's report card, you must be up to date with your financial obligations.

Report cards are not distributed ahead of time. The dates for the delivery of grade reports can be found in the institution's calendar.

At Red Ladybugs (High School-K) we also administer the Measures of Academic Progress-MAP Growth® tests twice a year. MAP is used to measure a student's progress or growth in school. These tests are important to teachers because they let them know where a student's strengths are and if help is needed in specific areas. Teachers use this information to help guide instruction in their classes.

Younger students often start school with a variety of educational experiences. Early identification of achievement levels by teachers is key to establishing an environment for early academic success. These tests will help teachers quickly identify the needs of students, from struggling students to advanced students.


Rating system



Our grading system is based on our curriculum. Student progress is shown on the report card based on the following grades:

Mastering

M: The student has achieved the learning objective, so he is ready to know more about it.

Developing

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D: The student is improving in his learning outcomes, but needs a little more practice.



Beginning

B: The student is getting used to the level of learning, so he needs guidance and support.

The IEYC has a set of threads that underpin all learning and development. Students work throughout the year based on them and they are included in the report cards:

- Independence and responsibility
- Communication through numbers
- Communication through language
- Inquiry
- Gross motor skills
- Fine motor skills
- Communication through the arts and music

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Promotion / Retention



All Preschool staff will do everything possible to ensure that your child is not only academically successful, but also shows appropriate social, emotional, and physical growth and development. However, when the teacher feels that a child is not ready for the next level, a team meeting will be held with the lead teacher, the CGS Department, and the child's parents. The best interest of the child is always the most important. St. Jude School reserves the right to make the final decision regarding the placement, promotion, and retention of students.

Graduation

Graduation for Red Ladybugs students occurs at the end of the school year, as a way to celebrate student learning and the culmination of their Preschool years by completing and meeting the requirements of the IEYC program. There is a graduation fee that is included in the annual materials fee. Parents must be up to date with their financial obligations to attend the ceremony.

PRIMARY

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Assessment

At St. Jude School we believe that students need to be assessed to get a complete picture of children's learning.

Students' knowledge, skills and understanding are constantly built over the course of each element of the IPC Programme, allowing students to consolidate their prior learning while developing new learning, critical thinking and problem solving.


The purpose of assessment is for students to improve and meet all level benchmarks, therefore a number of formal and informal assessment strategies are used. Students become increasingly able to discuss their achievements and set their own goals for improvement as they receive ongoing and timely feedback from their teachers, self-reflection, and peer assessment.



The evaluation is divided into three parts:

Knowledge: The student is evaluated through questionnaires, exams, reports, qualified practices, among others.

Skills: the student uses a rubric to show what he is capable of doing.

Comprehension: the student demonstrates understanding of learning and strengthens connections to the real world through an exit point that can be displayed to the school community.

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Assessment Types

Assessment for learning: Continuous formative assessment offers multiple opportunities to monitor and support student learning. It is aligned with the subject criteria to support students on their path to success in their summative assessment tasks. Formative assessment includes self-assessment and peer assessment and creates multiple formal and informal opportunities for students and teachers to understand the learning process and make necessary adjustments to improve and achieve success.

Learning Assessment


Summative assessment tasks accurately inform teachers and students of their level of achievement in knowledge, skills, and understanding. They are a vital part of the learning process providing rigor based on subject standards and criteria.



Approaches to Learning

The approaches to learning skills will be informed by each subject. These offer students opportunities to develop responsibility for their own learning through independent practice, responsible social interactions, and help students achieve higher levels of performance on the summative assessment task.

Reports

In order to obtain a more accurate result of the students' progress, the Primary area uses a reporting system based on different parameters. First and second grade students are measured on a four point scale based on the chosen academic standard.

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The grading scale is as follows: For first and second grade students (Rabbits and Toucans):

- **Innovation:** The student achieves the objectives beyond the level expected according to their academic level.
- **Mastery:** The student fully complies with all the necessary objectives and skills that are in accordance with their academic level.
- **Development:** The student sometimes meets all the necessary objectives and skills that are in accordance with his academic level.
- **Start:** The student requires extra support or has not met all the objectives and necessary skills that are in accordance with their academic level.

For grades 3-5 (Owls to Frogs), a scale of 1-7 is used with a description according to the level achieved.

LEVEL	DESCRIPTION
1	minimum achievement of the objectives
2	Very limited compared to objectives. The student has difficulties to understand the required knowledge and skills and apply them fully in normal situations, even with support.
3	limited achievement with respect to most objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in everyday situations with support


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4	Good general understanding of the required knowledge, skills and the ability to apply them effectively in everyday situations. There is occasional testing of analysis, synthesis and evaluation skills
5	A coherent and deep understanding of knowledge and skills required and the ability to apply them in a variety of situations. In general, students show signs of analysis, synthesis and evaluation, where appropriate, and sometimes show originality and insight.
6	Consistent and in-depth understanding of the knowledge, required skills, and the ability to apply them in awide variety of situations . Consistent tests of analysis, synthesis and evaluation in the tests when appropriate. The student demonstrates general originality and insight.
7	Comprehensive and consistent understanding of the knowledge, required skills, and the ability to apply them almost flawlessly in a wide variety of situations. Where appropriate, coherent evidence of analysis, synthesis and evaluation is shown. The student consistently demonstrates originality, insight, and consistently produces high-quality work.

The reports will be available to parents at the end of each semester and throughout the year teachers will meet with parents 4 times in total to discuss their child's progress.

In grades 3-5 (Owls to Frogs), the passing grade is 4, while students in grades 1 and 2 (Rabbits and Toucans) are expected to have a "development" overall average to pass a subject .

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Report cards are completed through Engage, and parents can access the reports through this platform to see their child's progress. The reports will include the performance grade for the subject and the performance in the Approaches to Learning by subject.


Promotion/Retention



Elementary staff will do everything possible to ensure that your child is not only successful academically; but also shows social, emotional and physical development and growth. However, when the teacher shows evidence that a student is not ready for the next grade, a team meeting will be held with the teacher, CGS, and the student's parents. Achieving student success will always be the top priority.

In order for a student to be promoted to the next academic level, they must meet a minimum passing grade of 4 in all subjects and meet 80% attendance. If you have subjects with grades of 3 or lower, you will have the right to go up to 2 calls in a maximum of 3 subjects. With 4 or more subjects with grades of 3 or lower, in the second semester, the student loses the course.

St. Jude School reserves the right to make the final decision regarding the placement, promotion, and retention of students.

Requirements for promotion and graduation

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Frogs students (5th grade) who successfully complete the educational program will graduate from Primary. They will require a minimum passing grade (4) in all subjects to be promoted to the next level.

At the ceremony, 5 students will be awarded Medals of Honor for being representatives of the institution's values: Excellence, Sustainability, Faith, Integrity and Kindness.


St Jude School reserves the right to invite or not invite any student to the graduation ceremony, if they meet any of the following criteria



- a) Not having the minimum passing grade in any subject
- b) Having a very serious disciplinary sanction.
- c) Not having all payments up to date.

SECONDARY

Assessment

Assessment is an integral part of student learning. Provide opportunities for students to improve, understand their process, and achieve their goals. Through continuous feedback, assessment supports student learning, informs the teaching and learning process, promotes the development of critical thinking skills, develops a deep understanding of subject content, and supports students in their skills. long-term independent learning.

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Assessment is based on subject-specific benchmarks (standards) and is informed by clear assessment criteria.



Assessment Types

Assessment for learning: Continuous formative assessment offers multiple opportunities to monitor and support student learning. It is aligned with the subject criteria to support students on their path to success in their summative assessment tasks. Formative assessment includes self-assessment and peer assessment and creates multiple formal and informal opportunities for students and teachers to understand the learning process and make necessary adjustments to improve and achieve success.


Learning Assessment: Summative assessment tasks accurately inform teachers and students of their level of achievement in knowledge, skills, and understanding. They are a vital part of the learning process providing rigor based on subject standards and criteria.



Qualification	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces high-quality work.

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6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in everyday situations. There is occasional evidence of analytical thinking.
3	Limited achievement of most objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and can only fully apply them to everyday situations with support.
2	Very limited achievement in terms of objectives. The student has difficulty understanding the required knowledge and skills and is unable to fully apply them to everyday situations, even with support.

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1	Minimum achievement in terms of objectives
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semester exams

As part of the learning assessment (summative work) students will take semester exams for the subjects that require it. These will have a maximum weighting of 20% of the final grade for the course.

Mocks


As part of their preparation for the IB Diploma Program exams, students will take mock exams at different points in the IB Diploma Program course. These will be graded using the IB criteria and will follow the exact conditions of the IB final exams.



Approaches to Learning

The approaches to learning skills will be informed by each subject. These offer students opportunities to develop responsibility for their own learning through independent practice, responsible social interactions, and help students achieve higher levels of performance on the summative assessment task.

calls

If students do not reach the minimum qualification in a subject, they can take exams. There are a maximum of three exams of three different subjects per semester and, if they pass them, they will receive a maximum of a pass (4) as the final grade for the subject. Failure to pass these exams will result in students being retained at the grade level.

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standardized tests

Throughout a student's academic life, different standardized tests will be carried out. These offer the opportunity for students to understand their learning process, undergo rigorous preparation, be sent to universities in any admission process, and compare student performance with international standards. Exams include:

- International Baccalaureate exams (for all students taking the IBDP program)
- MAP Testing (Grades 6-9)
- SAT (optional for students who want to apply for a place at universities in the United States)

Reports

Engage (parents and students)


The reports of all students will be made throughout each semester through the Engage platform. Students and parents will be able to see the level of achievement in all subjects at any point in the learning process.





Parent Conferences

There will be a minimum of two conferences where students and parents can receive a report on student performance.

Promotion and Graduation Requirements

All students will need a minimum passing grade of 4 in all subjects to be promoted to the next school year.

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Graduation Ceremony Requirements


St Jude School reserves the right to invite or not invite any student to the graduation ceremony, if they meet any of the following criteria:



- a) Not having the minimum passing grade in any subject
- b) Having a very serious disciplinary sanction.
- c) Not having all payments up to date.


Of the replenishment of tests for primary and secondary absenteeism.

The tests for students can be replaced, as long as the absence is justified, in accordance with what is established in the Coexistence Manual. Likewise, the student can enter the premises where a test is carried out up to 10 minutes after the start of the test, having the total time of the test. After that period, it is considered absent and the student will be able to take the test with the remaining time at the time of admission to it.

Evidence will not be replaced in cases of unjustified absenteeism. The student is responsible for justifying the absence to the subject teacher and to the director in writing, no later than three business days after returning to the institution, providing a medical certificate in case of illness or accident. The Evaluation Committee and the teacher responsible for administering the test will determine the replacement date in cases of justified absenteeism and the teacher who will take care of it during the test.

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