



ST ALOYSIUS'  
COLLEGE

## Assessment

### St Aloysius' College

The College uses a mix of formative and summative assessment throughout the year to provide pupils and their parents with regular feedback on progress. The aim is to help students improve their performance – to do more, to do better, to add depth – in keeping with the Ignatian principle of the Magis.

The feedback pupils receive will allow them to build on their strengths and identify areas for improvement, with the intention that the quality of subsequent assignments will be enhanced.

In 1996 a standard scale of assessment was introduced to provide:

- clarity for teachers and the promotion of good practice
- consistency between teachers and subjects
- coherence as pupils move up the school
- better and more consistent feedback for pupils and parents
- the development of assessment as a tool for monitoring not only pupil progress but also the quality and effectiveness of courses

In the Junior School, pupils will set improvement targets with their teachers based mainly around the learning outcomes.

In the Senior School, grades awarded for TMAs (Teacher-Marked Assignments) should enable pupils to judge themselves against national standards, in preparation for the SQA examinations they will sit from S4.

#### **Junior School – link – Grade Descriptors February 2017**

### **JUNIOR SCHOOL GRADES:**

#### **Infant Section**

<b>Grade</b>	<b>Grade Descriptor</b>
<b>M</b>	M grade indicates that your child has mastered the concept taught and can apply this easily in different contexts. This is consistently shown in your child's work.

<b>G</b>	G grade signifies your child has grasped the understanding of a concept and may be able to retain this or apply it to a different context with varying degrees of success. This is generally shown in your child's work.
<b>I</b>	I grade signifies that your child is experiencing some difficulty grasping the concept and will need further support. Your child's teacher will provide intervention to support your child on their learning journey.

**Junior Section:**

Standardised		Grade Descriptor
%mark	grade	
85-100	<b>A+</b>	A grade A indicates work of consistently excellent quality, demonstrating a very high level of competence in most or all areas of skill and knowledge
70 - 84	<b>A-</b>	
65 - 69	<b>B+</b>	A grade B indicates work of consistently good quality, demonstrating a high level of competence in many areas of skill and knowledge
60 - 64	<b>B-</b>	
55 - 59	<b>C+</b>	A grade C indicates work of consistently fair quality, demonstrating a reasonable level of competence in some areas of skill and knowledge
50 – 54	<b>C-</b>	
49 and below	<b>N</b>	A grade N indicates work that falls below acceptable standards and is classified as a 'near miss'

Please note that, for this school, the average award for the Infant Section is a G and for the Junior Section is generally a B+. An A\* indicates work of grade A+ quality which has also received extra credit marks

**Effort Grades:**

Effort Grade	Descriptor
1	An excellent effort, consistently high performance
2	A good effort
3	A reasonable but unexceptional level of effort
4	Below the level of effort expected, the pupil is underachieving

**Senior School – link – Scales of Assessment February 2017**

S1-2 Grades

% mark	grade	Grade Descriptor	
85-100	A+	Grade A indicates work of consistently excellent quality, demonstrating a very high level of competence in most (70%+) or all areas of skill and knowledge.	
70 - 84	A		
		Grade B indicates work of consistently good quality, demonstrating a high level of competence in many (60%+) areas of skill and knowledge.	
60 - 69	B		

		Grade C indicates work of consistently fair quality, demonstrating a reasonable level of competence in some (50%+) areas of skill and knowledge.	
50 – 59	C		
45 - 49	D	Grade D indicates work that falls below acceptable standards.	
44% and below	F	Grade F indicates work that falls significantly below acceptable standards; this may be due to lack of effort or lack of understanding. F grades should lead to significant remedial action by the pupil and involving the teacher.	
	x	Homework not submitted	
	xGrade	Homework submitted late, e.g. xB	

An A\* is sometimes awarded to work of grade-A quality which has also received extra credit marks

### Effort grades

- 1** Excellent effort, consistently high performance
- 2** Good effort
- 3** A reasonable but unexceptional level of effort
- 4** Below the minimum level of effort expected; underachieving
- 5** Poor effort, lacking any real interest or commitment to study

## S3-4 Grades

% mark		grade	Grade Descriptor	SQA Target <sup>1</sup>
85 - 100	A+	Grade A indicates work of consistently excellent quality, demonstrating a very high level of competence in most (70%+) or all areas of skill and knowledge.	National 5: A	
70 - 84	A-			
65 - 69	B+	Grade B indicates work of consistently good quality, demonstrating a high level of competence in many (60%+) areas of skill and knowledge.	National 5: B	
60 - 64	B-			
55 - 59	C+	Grade C indicates work of consistently fair quality, demonstrating a reasonable level of competence in some (50%+) areas of skill and knowledge.	National 5: C	
50 - 54	C-			
45 - 49	D	Grade D indicates work that falls below acceptable standards.	National 5: D	

44% and below	F	Grade F indicates work that falls significantly below acceptable standards; this may be due to lack of effort or lack of understanding. F grades should lead to significant remedial action by the pupil and involving the teacher.	National 5: no award
	x	Homework not submitted	
	xGrade	Homework submitted late, eg xB	

An A\* is sometimes awarded to work of grade-A quality which has also received extra credit marks

<sup>1</sup> Note that SQA subjects can vary in the % mark needed for a specific grade. For example, in some years 76% might be needed for an A in National 5 Mathematics while 64% might be enough to achieve an A in National 5 English.

## Effort grades

- 1 Excellent effort, consistently high performance
- 2 Good effort
- 3 A reasonable but unexceptional level of effort
- 4 Below the minimum level of effort expected; underachieving
- 5 Poor effort, lacking any real interest or commitment to study

## S5 Grades

% mark		grade	Grade Descriptor	SQA Target <sup>1</sup>
85 - 100	A+	Grade A indicates work of consistently excellent quality, demonstrating a very high level of competence in most (70%+) or all areas of skill and knowledge.		Higher: A
70 - 84	A-			
65 - 69	B+	Grade B indicates work of consistently good quality, demonstrating a high level of competence in many (60%+) areas of skill and knowledge.		Higher: B
60 - 64	B-			
55 - 59	C+	Grade C indicates work of consistently fair quality, demonstrating a reasonable level of competence in some (50%+) areas of skill and knowledge.		Higher: C
50 - 54	C-			
45 - 49	D	Grade D indicates work that falls below acceptable standards.		Higher: D

44% and below	F	Grade F indicates work that falls significantly below acceptable standards; this may be due to lack of effort or lack of understanding. F grades should lead to significant remedial action by the pupil and involving the teacher.	Higher: no award
	x	Homework not submitted	
	xGrade	Homework submitted late, eg xB-	

An A\* is sometimes awarded to work of grade-A quality which has also received extra credit marks

**<sup>1</sup> Note that SQA subjects can vary in the % mark needed for a specific grade. For example, in some years 76% might be needed for an A in Higher Mathematics while 64% might be enough to achieve an A in Higher English.**

## Effort grades

- 1** Excellent effort, consistently high performance
- 2** Good effort
- 3** A reasonable but unexceptional level of effort
- 4** Below the minimum level of effort expected; underachieving
- 5** Poor effort, lacking any real interest or commitment to study



## S6 Grades

% mark	grade	Grade Descriptor	SQA Target <sup>1</sup>
85 - 100	A+	Grade A indicates work of consistently excellent quality, demonstrating a very high level of competence in most (70%+) or all areas of skill and knowledge.	Higher: A
70 - 84	A-		Advanced Higher: A
65 - 69	B+	Grade B indicates work of consistently good quality, demonstrating a high level of competence in many (60%+) areas of skill and knowledge.	Higher: B
60 - 64	B-		Advanced Higher: B
55 - 59	C+	Grade C indicates work of consistently fair quality, demonstrating a reasonable level of competence in some (50%+) areas of skill and knowledge.	Higher: C
50 - 54	C-		Advanced Higher: C
45 - 49	D	Grade D indicates work that falls below acceptable standards.	Higher: D
			Advanced Higher: D

44% and below	F	Grade F indicates work that falls significantly below acceptable standards; this may be due to lack of effort or lack of understanding. F grades should lead to significant remedial action by the pupil and involving the teacher.	Higher: no award  Adv Higher: no award
	x	Homework not submitted	
	xGrade	Homework submitted late, eg xB-	

an A\* is sometimes awarded to work of grade-A quality which has also received extra credit marks

**<sup>1</sup> Note that SQA subjects can vary in the % mark needed for a specific grade. For example, in some years 76% might be needed for an A in Higher Mathematics while 64% might be enough to achieve an A in Higher English.**

## Effort grades

- 1 Excellent effort, consistently high performance
- 2 Good effort
- 3 A reasonable but unexceptional level of effort
- 4 Below the minimum level of effort expected; underachieving
- 5 Poor effort, lacking any real interest or commitment to study

Policy Owner: *(Frank McWilliams)*

Policy updated: *(28.02.2017)*

This policy will be annually reviewed by: *(Frank McWilliams)*