

# GRADING RULES



## Appendix 1 to the School Regulations

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## Rules for Assessing Educational Outcomes and Student Behavior

### Principles of Assessment

- Assessment of the educational process, outcomes, and behavior of students respects their individual educational needs and personal development.
- Assessment is clear and based on specific goals, criteria, and tasks in individual areas and stages of education.
- It evaluates the degree to which specific educational goals formulated in the School Educational Program (ŠVP) have been met, considering the student's personality, educational potential, and maturity.
- Emphasis is placed on individual progress in assessments.
- Assessment provides developmental feedback to the student in specific educational areas.
- Students participate in creating their assessments through self-assessment and developmental consultations with the teacher.

### Methods of Assessment

Student assessment is ongoing and conducted in several ways:

#### Oral Assessment and Mutual Developmental Feedback

During guided activities, developmental feedback is primarily provided continuously. This occurs informally and individually. Feedback is a reciprocal process between students and teachers. Oral assessment and feedback occur using various techniques and methods. The aim is to provide immediate information and resources for specific student/teacher activities. It can serve as a motivational tool during an activity or as a conclusion to the activity.

Oral assessments and feedback occur between parents, teachers, and students. At least once per semester, parents meet with the student and teacher (N-partita). If needed, other school employees who work with the student may be present. The aim of the meeting is to summarize the student's development in all areas and create an individual development plan for the next period.

## Verbal and Percentage Assessment

Percentage assessment combined with verbal assessment is ongoing (except for the first period of the lower level – see below). The teacher sets educational goals in cooperation with the ŠVP and the learning outcomes established by the framework educational program. These outcomes are concrete and measurable. Assessment is motivational and always includes verbal recommendations for further development in the relevant area.

Since the 2020/2021 school year, students in the lower level of primary school (1<sup>st</sup> – 5<sup>th</sup> grade) are assessed verbally in all “Světy Square” (Square Worlds) without accompanying percentages. However, a percentage scale may be used for ongoing assessment to gradually familiarize students with the combined assessment they will encounter in higher grades. (Students who enrolled in ZŠ Square earlier are assessed according to the previous regulation, i.e., 1<sup>st</sup> grade verbally only, from the 4<sup>th</sup> grade a combination of verbal and percentage assessment.)

In case of school closures based on government regulations, students may be assessed verbally at the principal's discretion.

## Student Self-Assessment

Throughout their studies, students evaluate their progress in specific areas, topics, and educational goals in four levels, in collaboration with the teacher:

- **1. BEGINNER** – starts to get familiar with the topic, has basic knowledge, works under supervision
- **2. ADVANCED** – can define the topic with their basic knowledge, expands their awareness, and works with help
- **3. EXPERT** – masters most activities in the given topic independently, has a more general overview of the topic, needs minimal help (“nudge”) for some activities
- **4. MASTER** – thoroughly understands the topic without assistance, can place it in a general context, applies acquired skills independently, and can help “experts” or “advanced” students

Self-assessment is an essential part of the student's assessment, enhancing their self-esteem and confidence in their abilities and skills. A mistake is not seen as a failure but rather as a path to further development. The teacher provides the student with sufficient space for their self-assessment. They guide the student to objectively evaluate their success or failure—jointly assessing performance relative to the student's abilities and personal development—what is going well, what is improving, what needs improvement, and what strategies can help achieve better results next time.

Self-assessment is age-appropriate for students. Throughout, the student has the support of the teacher. For clarity, we use the symbolism of a divided planet into four parts.

## Collecting Evidence for Student Assessment

The evidence for assessment primarily includes:

- Student-created outputs (worksheets, products, multimedia recordings, etc.), which are also part of their portfolio
- Conversations between the teacher and the student
- Set projects and voluntary tasks
- Observation of student behaviors and expressions

### Minimum Number of Grades for Overall Semester Assessment

- 3 grades for a subject with a weekly allocation of one hour
- 4 grades for a subject with a weekly allocation of two hours
- 5 grades for a subject with a weekly allocation of three or more hours

If a student does not have enough evidence for assessment during the semester, the pedagogical council may assign an additional examination at an alternative date, even in front of a commission.

If a student's absence in one semester exceeds 120 teaching hours and they lack the necessary number of grades as a basis for assessment, or if they miss more than 50% of the hours for a particular subject in one semester, the school principal, upon the teacher's suggestion, may decide on a commission examination of the student in the subject's curriculum or defer grading by two months (according to § 52 of the Education Act).

## Completion of the School Year and Report Cards

After the end of the first semester, the student receives a mid-year report card. At the end of the school year, the student receives a final report card.

Report cards are in the form of verbal assessment supplemented by success percentages in the relevant Svět Square. For the first grade of primary school, the assessment on the report card is verbal. Starting from the 2020/2021 school year, students entering the first grade are assessed verbally in all Světy Square from 1<sup>st</sup> to 5<sup>th</sup> grade.

In case of school closures based on government regulations, students may be assessed verbally at the principal's discretion.

A student advances to the next grade if they pass all mandatory subjects or Světy Square defined by the school's educational program, except for Světy from which they were exempted.

A student does not advance to the next grade under the conditions set out in § 69 of Act No. 349/2020 Sb. Further provisions concerning the advancement of a student to a higher grade, or the review of educational results, are governed by the conditions set out in § 52 of Act No. 349/2020 Sb.

## Overall Assessment of a Primary School Student on the Report Card

- Passed with Honors – if the student achieves a high level of expected outcomes in all Světy Square taught in the given grade. If the student has not achieved a score lower than 75% in any Svět Square. The maximum number of Světy where the student achieved a score between 89%–75%:
  - For grades 1–3: 3 Světy
  - For grades 4–5: 4 Světy
  - For grades 6–9: 5 Světy
- Passed – if the student met the expected outcomes in the subjects taught in the given grade. And in no Svět is their assessment below 25%.
- Failed – if the student did not meet the expected outcomes in any subject taught in the given grade.
- Not Assessed – if it is not possible to assess the student at the end of the semester in any of the mandatory subjects specified by the school's educational program.

## Assessment of Student Behavior

Student behavior is verbally assessed on the report card. It respects special educational needs, health difficulties, and the individual setting of the student. It includes:

- Student behavior at school
- Student behavior during school-organized activities
- Compliance with school rules
- Compliance with agreements set in the classroom

- Ability to cooperate with other classmates
- Ability and willingness to help others
- Observance of respect for others

## Assessment of Students with Special Educational Needs

Assessment is based on an individual education plan or a support plan.

For students with different native languages (referred to as OMJ) who enter primary education without knowledge of the Czech language, the assessment is verbal only, and the outcomes are governed by the settings of the support plan or the individual education plan.

## Conversion of Verbal and Percentage Assessment

The school ensures the conversion of verbal and percentage assessment to grades upon the request of parents when applying to a subsequent school, or at the request of the school to which the student transfers. During the school year, the school provides the conversion of assessment to grades upon the request of legal guardians according to the following conversion tables. The student and legal guardian are always informed of the conversion.

percentage	verbal comment	Grade Equivalet
100–90%	You have fully met expectations of the given task, study situation, or activity. You use knowledge and skills reliably and consciously, working independently, accurately, responsibly, and confidently. You maste the subject matter serurely	1 / Excellent
89–75%	You have met most of the essential objectives. You have a good grasp of the subject matter. You usually connect the acquired knowledge correctly. You use knowledge and skills in tasks with minor errors. You work almost independently.	2 / Commendable
74–50%	You have met about half of the set objectives. You grasp the essence of the task with the teacher's assistance. Under the teacher's guidance, you can correct errors.	3 / Good
49–25%	You have completed the task with noticeable difficulties. I encourage you to ask for help to improve understanding. You have significant gaps in the subject matter. You make fundamental errors and struggle to overcome them.	4 / Satisfactory
24–0%	You have not met the task's criteria, even with assistance. You are unable to complete practical tasks, even with help. You do not understand the subject matter. The answers are incorrect.	5 / Insufficient

## Student Behavior Evaluation

### Bezva Skvérák (Awesome Student)

- Grade 1: Very good behavior

### Skvérák in Trouble

- Grade 2: Satisfactory behavior

### Skvérák with Problems

- Grade 3: Unsatisfactory behavior

## Informing Parents/Guardians about Student's Progress and Results:

Parents/guardians are informed about the student's progress and results through:

- Edookit (electronic information system)
- Personal consultations between the teacher, student, and parents/guardians (so-called N-partities)
- Student portfolios

- Mid-year report cards
- Year-end report cards
- Individually arranged meetings with the teacher

## Commission Exams and Reassessment:

If a parent/guardian or an adult student has doubts about the accuracy of the assessment at the end of the first or second semester, they may request the school principal to reassess the student's evaluation.

The request must be made within 3 working days from the time they were informed about the evaluation or no later than 3 working days after the issuance of the report card.

The principal will order a commission exam for the student, which will take place within 14 days of receiving the request or at a date agreed upon with the parent/guardian or adult student.

The reassessment commission is appointed by the principal and consists of three members: a chairperson (usually the principal or a teacher designated by the principal, who is generally the subject teacher) and two assessors who have qualifications in the same or a related subject. The result of the reassessment is determined by the commission through voting.

The principal will communicate the result of the reassessment to the student and their parent/guardian in a verifiable manner. The result cannot be challenged with a new request for reassessment.

## In the Case of a Grade Change

- If a student's grade is changed at the end of the first or second semester, a new report card will be issued.
- A protocol of the reassessment is made, which becomes part of the school's documentation.
- A student can only take a reassessment in one subject per day.
- If, for serious reasons, the student cannot attend the reassessment on the scheduled date, the principal will set an alternative date for the reassessment.
- The specific content and scope of the reassessment are determined by the principal in accordance with the school's educational program.
- The reassessment does not affect the student's ability to take a remedial exam.

## Remedial Exam:

- The commission for the remedial exam is appointed by the school principal.
- The composition and operation of the commission are governed by the provisions of Regulation 45/2005, § 22, paragraphs 2 to 6.

# Disciplinary Measures

## Awards and Commendations

The school principal, based on their own decision or a suggestion from another person or entity, grants an **\*\*Award\*\*** to a student after discussion with the pedagogical council. This is given for extraordinary acts of humanity, civic or school initiative, commendable or brave deeds, or long-term successful work, such as representing the school.

The awards are divided into three levels

- **1. Order of the Vitavín Skvérák:** Awarded for representing the school at the regional level, exemplary behavior (e.g., helping another Skvérák in trouble), or extraordinary activity that improves the school environment.
- **2. Order of the Crystal Skvérák:** Awarded for representing the school at the national level, exceptional public outreach that enhances the school's reputation, or an extraordinary act towards another Skvérák.

- **3. Order of the Amethyst Skvérák:** Awarded for representing the school at the international level, saving a life, offering help in difficult situations, or heroic deeds.

The class teacher, on their own decision or based on the suggestions of other teachers, may give a **Commendation** after consulting with the principal. This is for a notable display of school initiative or long-term successful work.

Both the student and their legal guardian are notified of any awards or commendations in a formal manner.

The award, at any level, is recorded on the report card for the semester in which it was granted.

## Colored Planets, Agreements, and Conventions

In the case of violations of responsibilities outlined in the school's code of conduct, particularly breaches related to ethics, safety, or interpersonal relations, the student may be subject to disciplinary action based on the severity of the violation. One possible consequence includes being assigned to the **\*\*Magenta Planet\*\***. (Further details on this system likely follow the text.)

## Disciplinary Measures

- **Agreement with the Class Teacher:** Equivalent to a warning from the class teacher.
- **Convention with the Class Teacher:** Equivalent to a reprimand from the class teacher.
- **Convention with the School Principal:** Equivalent to a reprimand from the school principal.

The class teacher must promptly inform the school principal when an agreement or convention with the class teacher is imposed. A convention with the school principal can only be imposed after being discussed by the pedagogical council

Both the school principal or class teacher must promptly notify the student and their legal guardian of the disciplinary measure (Magenta Planet, agreement, or convention) and the reasons behind it. This notification is documented without unnecessary delay.

## Rules for Magenta Planets, Agreements, and Conventions

Disciplinary measures are always accompanied by a comprehensive pedagogical assessment of the student. They include steps aimed at effectively resolving the situation and teaching the student new ways of handling critical situations, thereby serving a preventive function.

Every Magenta Planet, agreement, or convention is accompanied by a development plan, which outlines the steps towards resolving the issue. This document is available to all parties involved, including legal guardians.

All agreements and conventions are preceded by supportive interventions practiced by teachers in their daily activities. This includes working with the class group, personal conversations with the student, setting personal development goals in the Square Guide, and discussions with a mediator (staff from the Square Counseling Center, guidance counselor, or other specialists).

In cases of particularly severe violations of rules or societal norms, an appropriate disciplinary measure must be chosen to suit the situation, even if the previous steps have not been followed.

## Magenta Planet

The Magenta Planet is a preliminary step before moving to agreements or conventions. Its goal is to support a Skvérák (student) who continuously violates agreed-upon rules. The planet is assigned by the student with the support of the class teacher, or in the presence of the teacher dealing with the issue.

## Planets

If a student fails to comply with the Magenta Planet, this may lead to further disciplinary measures such as agreements or conventions. The duration of the planets ranges from 4 to 6 weeks, depending on the difficulty of the steps, with possible extensions due to absence. The steps are set using the SMART method.

## **Agreement with the Class Teacher**

An agreement with the class teacher is typically the first disciplinary measure. It follows more serious or repeated rule violations without objective reasons and if preventive measures fail, or in the case of unsuccessful completion of the Magenta Planet.

The agreement is made between the class teacher and the student. It is promptly and verifiably communicated to the student's legal guardian and recorded in the student's documentation.

The agreement is set for one month. It outlines goals that address the issue at hand. These goals are measurable, specific, and time-bound, adhering to the SMART criteria. All parties monitor the completion of each step. During the cycle, at least one meeting between the class teacher and the student will occur, involving reflection on the steps taken—what is working and what hinders progress, setting or adjusting goals. At the end of the agreed cycle, an evaluation is conducted.

An agreement with the class teacher can be implemented up to twice during the school year.

### **Convention with the Class Teacher**

If, during the resolution of the Agreement with the class teacher, there is a significant deterioration in the situation or the student's behavior, or if there is targeted, intentional risk to safety or health without objective reasons, a convention with the class teacher is initiated.

The convention is held between the class teacher, the student, and the legal guardian, and a mediator may be present. It is promptly and verifiably communicated to the student's legal guardian and recorded in the student's documentation.

The convention with the class teacher is set for two months. It includes goals aimed at resolving the issue at hand. These goals are measurable, specific, and time-bound, adhering to the SMART criteria. All parties monitor the completion of each step.

Halfway through the cycle, there is a meeting between the class teacher, the student, and the legal guardians. This meeting involves: reflection on the steps taken—what is working and what hinders progress, setting or adjusting goals. At the end of the agreed cycle, an evaluation is conducted with the presence of all three parties.

The student meets with the class teacher individually during both the first and second months, at least once each month, and more frequently at the discretion of the class teacher.

The convention with the class teacher can be implemented up to twice during the school year.

## **Convention with the School Director**

If, during the implementation of the Convention with the class teacher, there is a significant deterioration in the situation or the student's behavior, or if there is targeted, intentional risk to safety or health without objective reasons, general risk, or intentional violent behavior, a convention with the school director is initiated.

The convention is conducted between the school director, the class teacher, the student, and the legal guardian, with a mediator present. It is promptly and verifiably communicated to the legal guardian. It is reviewed by the pedagogical council and recorded in the student's documentation.

The convention with the school director can occur a maximum of once during the school year.

## **Reduced Behavior Level**

In particularly serious situations, such as: severe verbal and intentional physical attacks by a student on others, humiliation, forms of abuse, endangerment of safety and health of oneself and others at school, failure to follow instructions from Square staff that lead to endangerment of safety and health, etc., an educator may propose a reduced behavior level to the pedagogical council.

In such cases, immediate intervention is required. Procedures are based on the Convention with the school director. The legal guardian is promptly and verifiably informed of the incident. The reduced behavior level is reviewed by the pedagogical council during the relevant semester based on the documentation from the conventions.

In cases of serious rule violations or repeated long-term breaches of rules, the school cooperates intensively with legal guardians and, if necessary, with professional institutions and authorities that assist in addressing these issues.

Unexcused absences from classes are addressed immediately with the legal guardians and the legally mandated institutions according to the Ministry of Education's Methodical Guideline no. 10 194/2004-14.

## **Blue Planets**

These are designated as challenges for students. The duration of each challenge is arranged individually between the student and the teacher. The legal guardian can also support the completion of the challenge at home.

## **Final Provisions**

Appendix 1 of the School Rules for the Square Primary School and Gymnasium is binding for students, legal guardians, and all school staff.

The classification rules are accessible to everyone in the school principal's office.

The convention is set for three months. It includes goals aimed at resolving the issue at hand. These goals are measurable, specific, and time-bound, adhering to the SMART criteria. All parties monitor the completion of each step.

Halfway through the cycle, there is a meeting with the class teacher, the student, the legal guardians, and the mediator, involving: reflection on the steps taken—what is working and what hinders progress, setting or adjusting goals. At the end of the agreed cycle, an evaluation is conducted with the presence of all parties involved in the convention.

The student meets with the class teacher individually during the first, second, and third months, at least once each month, and more frequently at the discretion of the class teacher.

In Prague, September 1, 2024

**Mgr. Šárka Ochmanová**

*Principal*