

Lower Secondary Assessment Policy 2025/26

In the Secondary School, we report on our students' Attainment, Progress, and Planning and Participation throughout the Year.

Grades are entered into Edupage at Assessment Points (AP1–AP4) throughout the Academic Year and are included in school reports and certificates.

At each Assessment Point, we make a judgement about which profile best represents a student's attainment by comparing their work to the expected standard. The expected standard is the level our students should reach, informed by age-related norms, end-of-year expectations, and end-of-secondary school outcomes. Attainment is the basis of Edupage grades and is supplemented by Progress and Preparation Grades. These cumulate to form a rolling average at each Assessment Point (AP).

There are two Assessment points in the first half of the year, before parents receive the Slovak Report and Half-Year School Report (Výpis) in January 2026, and two more before the final Slovak Certificate (Vysvedčenie) and End-of-Year School Report in June 2026. The following shows our Assessment, Recording and Reporting cycle for 2025-26:

Month	Assessment Points (AP)	Assessment	Reporting	Parent Meetings
September		Y7-9 CAT4 Testing: September 2025		Meet the Team Event Y7: 11.09.2025
October				
November	AP1: 13.11. – 14.11.2025			Parent Student Teacher Conferences Y7 PSTC 1: 19.11.2025 Y8-9 PSTC 1: 24.11.2025
December				
January	AP2: 22.01. – 23.01.2026		Half-Year Reports and Výpis: 30.01.2026	
February				Parent Student Teacher Conferences Y7 PTC 2: Term 2 Y8-9 PTC 2: Term 2
March				
April	AP3: 16.04. – 17.04.2026			
May		Y7-9 Internal Cambridge Assessments: June 2026		
June	AP4: 11.06. – 12.06.2026		CIS End-of-Year Reports Vysvedčenie: 30.06.2026	

We record Attainment, Progress, and Planning and Participation in the following subjects:

- **Graded subjects – Years 7-9:** English/**Anglický jazyk**, Slovak/**Slovenský jazyk a literatúra**, Mathematics/**Matematika**, Science/**Veda**, Geography/**Geografia**, History/**Dejepis**, Computing/**Informatika**, German/**Nemecký jazyk**, Spanish/**Španielsky jazyk**
- **Students are not formally graded in** Music/**Hudobná výchova**, Art/**Výtvarná výchova**, Life Skills/**Občianska náuka**, PE/**Telesná a športová výchova**, and Assembly/**Etická výchova**; progress is assessed, and they are expected to complete all assigned work to a high standard.

At each Assessment Point, the following grades will be entered:

Attainment Grade: 50% weighting



This is based on the work carried out between Assessment Points: the grade is a rolling grade. We include assessment scores, class work (critical thinking, debates, presentations, etc.), and homework. This is not related only to assessment scores. This grade evaluates student learning over a given period, for example, AP1 is based on the student learning from September 1 to November 13/14.

It is graded as follows:

1: The student has met or exceeded all standards

Students who receive grades in this category attain excellent scores in assessments, classwork (critical thinking, debates, presentations, etc.), and homework.

2: The student has met most of the standards

Students who receive grades in this category attain above-average scores in assessments, classwork (critical thinking, debates, presentations, etc.), and homework. They are approaching most teacher expectations.

3: The student has met some of the standards

Students who receive grades in this category attain average scores in assessments, classwork (critical thinking, debates, presentations, etc.), and homework. Attainment, in general, is of medium quality.

4: The student has not met a sufficient standard

Students who receive grades in this category demonstrate limited comprehension and application of most material and skills, meeting minimum quality standards. Students are weak in most areas.

5: Failing to meet the expected standard

Students who receive grades in this category demonstrate failure to comprehend or apply most or all of the material and skills presented. Students are weak across all assessed areas.

Progress Grade: 25% weighting

This is an indicator of individual success and refers to individual achievements over a period of time, in this case between Assessment Points. Progress is measured by comparing a student's current attainment with their previous attainment based on both summative and formative assessments. It does not mean comparing one student to another.

It is graded as follows:

1: **Consistently** making the expected individual progress or has made considerable improvement from the last assessment point.

2: **Generally**, making expected individual progress.

3: Progress is **inconsistent**.

4: Progress has **slowed down** significantly.

5: There are **significant concerns** about progress and the student's ability to progress in this subject.

Planning and Participation Grade: 25% weighting

The use of Attainment and Progress grades in addition to Planning and Participation grades recognises the role of attitude and general effort in academic attainment between Assessment Points. It should encourage a more consistent approach from students.

It is graded as follows:

1: **Consistently** ready to learn. **Always** well prepared and participates well.

2: **Generally** ready to learn. **Usually** well prepared and generally participates well.

3: Efforts to learn, planning and participation are **inconsistent**.



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4: **Frequently not ready** to learn. Often not prepared and **seldom** participates in a meaningful way.

5: **Regularly not ready** to learn and not prepared for class. Participation is **minimal** and might even cause distraction.

Additional Information

New students starting in September will receive AP1 grades.

The first assessment point for students entering the school year will be determined on an individual basis.

If a student does not receive a grade, the teacher must add (a) to each AP category on Edupage.

Edupage Progression Grades

Additionally, teachers across Years 7-9 will post other grades on Edupage to provide parents with information about their child's progress and development.

Each subject follows a different set of grade boundaries linked to its subject and other relevant criteria.

