

Student's Evaluation Regulation

Chapter I. General Issues

Assessment: The evaluation processes must comply with ICLC's Student Evaluation Regulation and they comprise the curricular guidelines and learning principles used at ICLC.

Article 1. With the aim of clarifying the evaluation policies of the ICLC, Instituto de Cultura y Lengua Costarricense, we hereby present the following evaluation guidelines.

The Spanish courses that are taught at ICLC focus on authentic learning. Excellence will be encouraged and acknowledged, the students' learning will be evaluated based on their persistence, self-trust, effective communication, cooperation, active participation, competence, handling of discussion topics and attendance.

The evaluations will guide the teacher, the student and the institution in the decision-making process to build and develop the human potential. Evaluations are not to be taken as threats but rather as an analysis of the mechanisms in order to strengthen the weaknesses that might arise from the teaching-learning process.

Article 2. Responsibilities of the student

- attend classes
- hand-in class assignments and take short tests as well as final exams
- write a daily written assignment
- hand-in the requested assignments on time

Article 3. Responsibilities of the professor

- clarify doubts that students may have
- hand-in the material that is necessary for the class
- listen to test or assignment claims that students may have and clarify them

Chapter II Attendance

Article 4. Attendance to classes is compulsory. Classes to which the student does not show up will be deducted from the grade due to the fact that the course is highly interactive and those who do not show up do not participate.

Article 5. Nonattendance to class will only be acceptable in two cases:

- Proven illness or accident of the participant
- Proven illness, accident or death of wife, husband, parents or siblings

In case of grave situations of other relatives (aunts, uncles, cousins, grandparents or friends), the participant could be absent of the program but the corresponding grade will be deducted.

Other particular situations will be considered under a special criterion. In this case the participant will have a maximum of five days to present a written justification of the absence and documents providing proof of the facts. The case will be evaluated for an Academic Committee.



Chapter III. Evaluation

Article 6. Grading Scale: The student will be graded on a scale ranging from 10 to 100. The minimum passing grade is 70. Every grade score must be rounded up/down as follows:

- If the decimal is lower than 3 tenths, the score will be rounded down to that same whole number without decimal digits.
- If the decimal is greater than or equal to 3 tenths and lower than 6 tenths, the score will be rounded up/down to 5 tenths.
- If the decimal is greater than or equal to 7 tenths, the score will be rounded up to the next whole number without decimal digits.

Article 7. Evaluation will comprise three aspects:

- **Initial and final diagnostic evaluation**
- **Formative evaluation**
- **Summative evaluation**

Article 8. Diagnostic evaluation: it consists of two tests, one written and one oral, that are taken on the first and last day of classes. It allows us to place each of the students in a level that is suitable to their oral and written skills. The evaluations provide us with the tools to determine the lowest and highest levels of language development achieved during the learning process. These evaluations do not have percentage value.

Article 9. Formative evaluation: It is done daily in class by the professor who evaluates the dynamics of the learning process based on the strong and weak points of the student. The professor makes use of five criteria each of which will have a weekly value of:

- 10% for written production: it allows the professor to assess the ability of the student to compose a written piece according to his/her level, spell the words correctly and use appropriate vocabulary.
- 10% for listening comprehension: it assesses the ability of the student to recognize words, phrases or structures, respond to given instructions and answer questions correctly.
- 10% for reading skills: it assesses the ability of the student to read texts, identify words, recognize the symbols of an alphabetic and or, syllabic systems and the ability to comprehend the writing systems.
- 15% for oral production: it assesses the creativity, accuracy and fluency of the student, according to his/her level, in order to be able to perform effectively in the communication process and the willingness and good attitude of the student, his/her initiative and interest in engaging in the discussion topic and his response to the culture.
- 15% for attendance and participation: it allows the professor to evaluate punctuality, participation and contributions during the academic period.

Article 10. It is the student's responsibility to be aware of his/her weekly grades. At the end of each week the professor will ask the student to sign the evaluation report, as a proof that the information has been reviewed by the participant. Grades can be openly discussed with the professor in weekly basis.

Article 11. Additional assessing methods: Alternative evaluation methods may be used if approved by the ICLC Academic Director in substitution for the grading scale. These methods must include a grading table equivalent to the numeric grading scale for them to have school credit value.

Article 12. Summative evaluation for accreditation. To obtain the partial grade, all the grades from quizzes, tests, written production, listening comprehension, reading skills, oral production and attendance will be added up. The percentage could vary according to the program. The total of these weekly grades will be averaged among the number of weeks of the program.

Article 13. Attendance to short tests and mid-terms is compulsory. Nonattendance will only be acceptable in cases already mentioned in Chapter II of this Students' Evaluation Regulation. The participant will have a maximum of 7 days to make up tests or written assignments missing, once a formal written justification has been accepted.

Article 14. Daily written assignment. All students enrolled in any of the Language Programs, will have to complete the following written assignment that will be assessed in the rubric of written production:

- Novice Low – Novice Mid
Write a daily paper in Spanish of 10 – 20 words for each entry.
- Novice High – Intermediate Mid
Write a daily paper in Spanish of 50 – 100 words for each entry.
- Intermediate High – Advanced Mid
Write a daily paper in Spanish of 100 – 180 words for each entry.
- Advanced High – Superior
Write a daily paper in Spanish of 100 – 180 words for each entry.

Daily written assignment presentation:

- Paper entries will be written in clear and legible handwriting (double space)
- Paper entries should be clearly identified by skipping a few lines and writing the date for each entry.
- Paper entries must begin as soon as you receive this evaluation regulation and should definitely start them on the first day of classes.
- Paper entries must be turned in to the professor every day. The student will receive it back, corrected, the following week.

The following aspects will be evaluated:

- Presentation: each written entry from the paper must be neatly organized with a clear handwriting; it could also be typed out using double space and must be turned in daily.
- Composition and spelling: It is very important to present a clearly-written entry with no spelling mistakes. To achieve this, the students can count on the help of the professor.
- Contribution (production): Paper contents will be evaluated according to your language ability. Paper entries should not repeat topics and, the ideas chosen must be serious and appropriate.

The whole idea of the written assignment is for the student to have the opportunity to broaden his/her knowledge of the Spanish language; the culture and his/her own learning. The paper substitutes the responsibility of a final written assignment.

Article 15. Handing out of evaluation scores: the teacher must write down on the evaluation paper any pertinent remark, and he/she must hand out the results, and discuss any issue related to the evaluation with the student within a day from the day the evaluation was taken.

Article 16. Evaluation schedule: The evaluations will take place during class time. Written tests will be administered every week. Under particular circumstances, tests may take place on Fridays as long as the teacher and the Academic Director can reach an agreement as to the alternative date. The written test (short tests and mid-terms) will be administered on Thursdays after 10:20 a.m. with the exception of those groups that need to have the exam during the early hours of the morning (if the board of directors previously agreed upon it). The short tests will evaluate material studied during the week. The mid-term exams are comprehensive and may include material discussed during the previous weeks.

Article 17. Number of evaluations: Initial diagnostic and written tests will be administered to find out the placement level of the student. These tests will take place the first day of the program. Every week there will be a written test.

Article 18. Loss of evaluation papers: Should the teacher lose any evaluation document, the student will be entitled to have a grade equivalent to the average of all grades received during the course. The student may also choose to re-take the test within 5 days from the notice of loss of document.

Chapter IV. Curricular accommodation.

Article 19. Students with special educational needs. ICLC Faculty and Staff are prepared to receive and interact with students with special educative needs, because equal opportunities for students with disabilities are a campus-wide responsibility and commitment.

Article 20. Curricular Accommodation. ICLC apply curricular accommodations only to permit access to information, individual attention, adjustments in the methodology and evaluation. The accommodations should not significantly alter the levels of exigencies and objectives of the language program. The accommodation implemented at ICLC has the purpose to guide the supports and the adjustments to students with learning disabilities or specific educational needs. It is essential that the professor, together with the guidance of the Academic Direction and the student, determine the accommodation, in order to promote equity and equality in the classroom.

Article 21. Application of Curricular Accommodation. To apply a curricular accommodation ICLC has to receive an official document from the home institution. ICLC Faculty must complete the form "Application of Curricular Adaptation and Curricular Support of Adjustments Required".

Chapter V. Appeals

Article 22. Test appeals and other appeals. In order to appeal, the student must address the professor in the first place. If the parties involved cannot reach an agreement, the student can submit a written appeal to ICLC Academic Director. The student will receive a formal written resolution during the next 5 days.

Article 23. Final grade appeal. Any claim or appeal in the final grade must be addressed to ICLC Academic Director in a written form. The appeal will be solved in reasonable time limits throughout the process. Due to the nature of the Language Program Abroad, these appeals must be made in the next 5 days. The Academic Direction will review all relevant documents. A decision will be based on the record of the adjudication. The student will receive during the next 5 days a written statement of the justification for the decision taken and the evidence examined.