



**REGULATIONS FOR STUDENT PERFORMANCE
ASSESSMENT AT GENERATIONS – INTERNATIONAL
SCHOOL**

Effective from Academic Year 2024/2025

(IN ACCORDANCE WITH THE STUDENT REGULATIONS)

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SECTION I – ASSESSMENT REGIME

Subsection I – General assessment regime

Article 1.º

Assessment Regime – General considerations

1. In accordance with the stipulations of Administrative Regulation No. 28/2020 of the Macau Special Administrative Region (MSAR), the assessment of the performance of GENERATIONS students is based on the objectives defined for each level of education and for the respective modality of education, and according to the corresponding demands of basic academic competencies, as well as the curriculum documents that prescribe the learning to be developed by the students.
2. The assessment is carried out in a diversified way and takes into consideration, in particular, the process, objectives, situation, and learning environment, in order to understand the performance and learning needs of students in different aspects.
3. The assessment is continuous and systematic, serving learning, and provides teachers, students, parents/guardians, and other participants with information on the development of work, the quality of learning achieved, and the paths for its improvement.
4. The assessment takes into account the appropriate definition of content, tools, and assessment participants, according to learning objectives, and should take into account, in particular, that:
 - a) The content of the assessment includes cognition, affect, and student competencies; b) The assessment instruments are varied and take the form, among others, of written tests and/or equivalent works, classroom questions, tasks, projects, worksheets, portfolios, oral presentations, individual and group work, direct observation, and tests carried out through electronic means.
 - c) The participants in the assessment include, specifically, in addition to the teaching staff, the students themselves and the parents/guardians participate in the assessment process. The methods of assessment can include but are not limited to students' self-assessment, peer

assessment, parent-teacher conferences, student-led conferences, formative assessment procedures such as observations during in-class activities, reflective study journals, teacher-student conferences.

Article 2.º

The central objective of student performance assessment

The assessment of student performance is an integral part of teaching and learning, with the central objective of monitoring the student's training process and the acquisition/learning and deepening of the basic academic competencies planned for each level of teaching and development, attending to their formative needs, in different aspects. The assessment, in its multiple forms and procedures, primarily aims to equip the students with the competence to know themselves better, providing them with learning mechanisms that allow them to develop in a harmonious and consistent way, making them aware of the progress made in their learning/acquisitions.

Article 3.º

Responsibility of GENERATIONS, teaching staff, and guardians

1. It is the responsibility of GENERATIONS to plan and monitor the assessment of students, through the different teams and pedagogical bodies, namely:
 - a. Pedagogical Direction and evaluation policies;
 - b. Pedagogical staff performance evaluations;
 - c. Pedagogical coordinators' support.
2. It is the responsibility of the teaching staff to apply diversified forms to assess students' performance in learning and, according to the assessment results, adjust the curriculum and improve teaching and learning methodologies, and also to provide pedagogical support for deepening or recovery of students' learning.

3. It is the responsibility of the guardians to liaise with GENERATIONS, following the progress of their students, particularly through active participation in meetings promoted by the class teachers or the student support staff, or even requested by the guardians themselves.

Subsection II – Assessment Methods

Article 4.º

Internal learning assessment

The internal learning assessment encompasses, according to the purpose underlying the collection of information, the following forms:

- a. Formative assessment;
- b. Summative assessment;
- c. Specialized assessment.

Article 5.º

Formative assessment

1. Formative assessment is a continuous evaluation method that is conducted during the teaching and learning processes. Common forms of formative assessment are students' self-assessment, peer assessment, parent questionnaires, formative assessment procedures such as observation during in-class activities and reflective study journals.
2. Formative assessment objectives are:
 - a. To allow students, based on the results of their assessment, to understand their performance and adjust their learning methods and attitude.

- b. To enable teaching staff to understand the progress of students' learning based on assessment results, by adjusting teaching strategies and evaluation instruments, as well as providing pedagogical support to students as needed.
 - c. To allow parents and other legally authorized individuals or entities to obtain information about teaching and learning progress, in order to adjust learning and study processes and strategies if necessary.
- 3. In early childhood education, only this mode of assessment is practiced, with a particular emphasis on self-reflection and self-awareness. In other levels of education, this mode of assessment coexists with others and constitutes 60% of the total evaluation result.

Article 6.º

Summative assessment

- 1. Summative assessment is a staged form of evaluation, conducted at the end of the teaching process or at the end of a learning phase.
- 2. Summative assessment objectives are:
 - a. To assess the overall performance of students in learning, allowing the teaching staff to understand the level of the objectives achieved by the former, and to inform students and parents about the respective learning development;
 - b. To review the overall effectiveness of learning and teaching, allowing the teaching staff to adjust the curricula, correct the pedagogical plan, produce teaching materials, and develop pedagogical support proposals to deepen or recover learning.
- 3. The summative assessment is formalised at the end of each term. The assessment at the end of the 1st and 2nd terms should consider the results obtained in that specific term. The assessment at the end of the 3rd term should consider the results achieved in the previous terms, as a whole, valuing the student's progression, particularly in what concerns behaviors and attitudes.
- 4. The information resulting from the summative assessment is expressed:

a. In primary education, by assigning a qualitative mention of Excellent, Very Good, Good, Satisfactory, Fair, Sufficient and Insufficient in the various components of the curriculum, accompanied by a descriptive assessment of the student's learning evolution, including areas to improve or consolidate, whenever applicable, to be recorded in the assessment record;

b. In the subject of Civic Education, its summative assessment is expressed in a qualitative mention of Excellent, Very Good, Good, Satisfactory, Fair, Sufficient and Insufficient.

Article 7.º

Criteria for Internal Summative Assessment

1. The criteria for the internal summative assessment of the students at GENERATIONS and their respective percentage are expressed, in general terms, in the following table:

Level of Education	Cognitive Domain	Attitudinal Domain	Competence
Primary Education	15%	15%	70%
Junior Secondary Education	15%	15%	70%
Senior Secondary Education	15%	15%	70%

2. In the subject of Civic Education, the criteria for the internal summative assessment of the students at GENERATIONS and their respective percentage are expressed, in general terms, in the following table:

Level of Education	Cognitive Domain	Attitudinal Domain	Competence
Primary Education	20%	20%	60%
Junior Secondary Education	20%	20%	60%
Senior Secondary Education	20%	20%	60%

3. The internal summative assessment, carried out throughout the entire formative process, should reflect the fact that it is based on the valuation of learning outcomes throughout the entire academic year.

Article 8.º

Specialised Assessment

1. Specialised assessment is a form of evaluation conducted for students with Special Educational Needs (SEN).
2. The objectives of specialised assessment are to develop, review, and alter the individual educational plan of students, in order to ensure that students with special educational needs can receive appropriate education.
3. With the aim of ensuring the right of all students to participate in the assessment process, possible adaptations to the assessment process include, among others:
 - a. Diversification of information collection instruments;
 - b. Accessible formats for statements;
 - c. Use of support materials and equipment;
 - d. Additional time for tests;
 - e. Transcription of responses;
 - f. Individualised reading of statements;
 - g. Use of a separate room.
4. Monitoring and evaluation of the effectiveness of the measures mentioned in the previous point is carried out by those responsible for their implementation, in accordance with what is defined in the technical-pedagogical report and/or the individual educational plan of the student with SEN.

Article 9.º

Grading Systems

1. The following table shows the grading system used at GENERATIONS for Primary 1st to 6th grades:

Qualitative Mention	Description	Scale from 4-10	Percentage
Excellent	<ul style="list-style-type: none"> - Student has an excellent knowledge of the criteria expected in the subject and can apply the learned content in various situations - Student shows excellent attitude towards the subject - Student participates very actively in lesson activities - Student completes assignments with great responsibility and care 	10	95-100
Very Good	<ul style="list-style-type: none"> - Student has a very good knowledge on the content criteria - Student shows very positive attitude towards the subject - Student participates actively in the lesson activities - Student completes assignments showing high levels responsibility and care 	9	86-94
Good	<ul style="list-style-type: none"> - Student expresses general knowledge of the subject criteria. Not reaching particular criteria can be compensated with good knowledge on other areas - Student generally shows positive attitude towards the subject - Student usually participates actively in lesson activities - Student completes assignments showing good levels of responsibility and care 	8	74-85
Satisfactory	<ul style="list-style-type: none"> - Student has a basic knowledge of the subject content - Student shows good attitude towards the subject but might need support - Student participates in lesson activities now and then - Student generally completes the given assignments with responsibility and care 	7	62-73
Fair	<ul style="list-style-type: none"> - Student displays some knowledge of the subject content 	6	51-61

Qualitative Mention	Description	Scale from 4-10	Percentage
	<ul style="list-style-type: none"> - Student shows generally passive attitude towards the subject - Student participates in lesson activities now and then and may need support - Student occasionally leaves assignments unfinished 		
Sufficient	<ul style="list-style-type: none"> - Student displays effort but can barely reach content criteria - Student displays passive attitude towards the subject - Student participates poorly in lesson activities - Student frequently leaves assignments unfinished 	5	40-50
Insufficient	<ul style="list-style-type: none"> - Student can't reach the content criteria - Student displays poor attitude towards the subject - Student doesn't participate in lesson activities - Student generally leaves assignments unfinished 	4	0-39

2. For Junior Secondary grades 1 and 2 (S1 & S2) the assessment is based on the IB MYP (International Baccalaureate Middle Years Programme) evaluation standards and procedures. Procedures and tables follow the guidelines and requirements of the International Baccalaureate Middle Years Programme.

GENERATIONS follows the IB criterion-based evaluation for secondary school. Criterion-related approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level). Teachers assess students both formatively (practice work, homework, etc) and summatively (tests, papers, quizzes, labs, performances, etc.) to evaluate students' growth in terms of the subject's objectives. Each subject has four criteria with multiple objectives. Students are assessed on these criteria at

least twice a year to monitor their growth. Each of the criterion categories is assessing a similar skill in the respective subject:

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two achievement levels. MYP criteria are equally weighted. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the

strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

Example: Criterion B: Organizing, end of year 1. Language and literature.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. makes minimal use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a logical manner, with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

For evaluating students on individual subjects based on the criterion, individual assessment rubrics by IB MYP assessment will be used for individual subject evaluation. Each criterion will be evaluated with the 0–8 scale. Final MYP subject grades are determined by taking the aggregate of an MYP subject's criterion scores and then using the IB's grade boundaries to determine the student's final grade in that subject. Overall achievement grades in all subjects are on a 1–7 scale.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Example: Student's end of year assessment based on the criterion:

Criterion A: 5

Criterion B: 4

Criterion C: 5

Criterion D: 8

Total aggregate of criterion: $5+4+5+8=22$

Student grade on 1–7 scale: 5

Subsection III – Student's Absence from Assessment

Article 10.º

Justification of absences

1. The following reasons are considered justifications for absences:
 - a) Health reasons.
 - b) Prophylactic isolation due to an infectious disease affecting the student or a household member, supported by a certificate from the relevant health authority.
 - c) Death of a family member.
 - d) Birth of a sibling, on the day of birth and the immediately preceding or following day.
 - e) Ambulatory treatment for a condition or disability that cannot be scheduled outside of assessment time.
 - f) Providing care for a family member's illness when it cannot be provided by another person, with supporting evidence.
 - g) To participate in regional or international activities as a representative of the RAEM or on a personal basis
 - h) Fulfillment of legal obligations that cannot be carried out outside of assessment time.
 - i) Other reasons preventing attendance at GENERATIONS or any school assessments, provided it is proven not to be the student's fault and is considered acceptable by the Principal.
 - j) Reasons not attributable to the students.
2. Justification for absences require a written request submitted by the parent or, by the student themselves, to the homeroom teacher, class teacher, or educator (depending on the level of education), specifying the assessment for which the absence occurred, along with the reasons for justification.

3. The homeroom teacher (or class teacher or educator, depending on the level of education) may request additional supporting documents from the parent or student, to justify the absence.

Article 11.º

Student's Absence from Internal Assessment

In the case of a justified absence from the internal assessment, it is up to the teacher to choose the solution that they consider most appropriate, giving it equal weight to the assessment previously planned. The teacher will not deduct the student's mark since it is a supplementary assessment. This could be either the implementation of a supplementary test or the use of other assessment instruments, in the period immediately following the absence or at another time (to be determined by the teacher), which would allow the collection of information about the students' learning.

Subsection IV – Progression

Article 12.º

Transition and Retention

1. The decision resulting from the summative and formative assessment is the joint responsibility of the GENERATIONS Pedagogical Management.
2. In early childhood education, students are not held back, except at the request of the guardian. If parents consider that their child will benefit from retention, they may apply to the school. After acceptance and arrangement of retention by the school, the school will register it with DSEDJ.
3. From the 1st to the 4th year of Primary Education, students are not held back, however, if the case is in accordance with the following 13th article, the school can apply to DSEDJ to retain students as special cases and make retention arrangement for the student after the authorization by DSEDJ.
4. In Primary Education (P5 and P6) the overall retention rate will not exceed 4%

5. In Junior Secondary Education (S1 to S3) the overall retention rate will not exceed 8%
6. For Primary and Secondary retention and promotion is determined by a point system with the following criteria:
 - a) Failed subject (receiving the grade 4 in primary education grading system or a grade below 4 in secondary grading system) will result in receiving a specific amount of point or points related to retention.
 - b) Student will be retained if the total number of accumulated points will be three (3) or more.
7. The correspondent number of points per subject for each respective level of education are stated as below:

Primary Retention Point System P5-P6

Subject	Points
English	3
Mathematics	3
General Studies	2
Portuguese	2
Chinese	2
Civic Education	1
Culture	1
Wellbeing	1
IT	1
Music	1
Physical Education	1

Secondary Retention System - S1-S4

Subject	Points
Language and Literature (English)	3
Mathematics	3

Language Acquisition (Chinese)	2
Language Acquisition (Portuguese)	2
Sciences	2
Individuals and Societies	2
Arts	1
Physical and Health Education	1
Design	1

Secondary Retention System - S5-S6

Subject	Points
Language and Literature (English)	3
Mathematics	3
Language Acquisition (Chinese)	2
Language Acquisition (Portuguese)	2
Sciences	2
Individuals and Societies	2
Arts	1

Article 13.º
Special Cases of Retention

1. GENERATIONS may request DSEDJ to hold back students in the following cases:
 - a. The student's legal guardian and GENERATIONS agree that holding back the student is suitable for their learning development;
 - b. The student's attendance does not comply with the school's requirement. A student who is absent for more than 10 school days without a justified reason is considered to have failed to meet the school's attendance requirements.
2. The retention mentioned above is subject to authorization from the DSEDJ which, if not authorized, must be justified.

Article 14.º
Acceleration of Year Transition

1. Students who are classified as gifted by the competent public service or an entity designated by it may apply to GENERATIONS for early year transition.
2. When it is determined, through grading and evaluation, that the student fulfills the conditions to attend a more advanced school year, the Principal of GENERATIONS can allow the student's early year transition, based on the proposal and favorable opinion of the homeroom teacher after obtaining the consent of the legal guardian.
3. In the case of early year transition involving a change in the level of education, GENERATIONS will grant the student in question a diploma of literary qualifications for the level of education they were originally attending.
4. GENERATIONS will submit information related to early year transition to the DSEDJ for registration purposes.

Subsection V – Reporting and Recording of Assessment Results

Article 15.º

Reporting and Recording of Assessment Results

1. GENERATIONS will communicate to the legal guardians of their students the results obtained in the assessments they have undergone, during the course of each term.
2. Descriptive information regarding each student in early childhood education will be provided to their respective legal guardian, on a separate form, at the end of each term related to the child's progress.

Subsection VI – Review of Decisions

Article 16.

Procedures

1. Decisions regarding the assessment of learning may be subject to a request for review, addressed to the home teacher / teacher, by the legal guardian or by the student, within a maximum of 3 working days from the day following the date of delivery of the assessment record sheets.
2. Requests for review referred to in the previous paragraph must be submitted in a duly justified application, based on technical, pedagogical, or legal reasons, addressed to the homeroom teacher /teacher, and should be accompanied by relevant documents for justification.
3. Requests received after the deadline specified in paragraph 1, as well as those that do not provide any justification, will be promptly rejected.
4. GENERATIONS will address the official complaints submitted by the criteria in paragraph 2 in the period of 7 days of receiving the complaint.