

## EVALUATION BY SUBJECT, SPECIALITY AND OPTION

### 1. Preamble (Reference text: NS of 28 July 2021)

"The baccalaureate diploma is awarded, in the general and technological streams, on the basis of the results obtained, on the one hand, in the final examinations, which represent 60% of the student's overall mark, and, on the other hand, in the assessments organised during the student's schooling in the first and final year of the course, in the context of continuous assessment, which represents 40% of the student's overall mark.

This assessment project concerns the final cycle of the lycée. It sets out common principles while recognising the differences in the internal logic of subjects, specialities and options. It has been drawn up by the teaching staff through the pedagogical council and specifies all the assessments, carried out during school time or at home, that the teachers carry out as part of their teaching. It is these assessments that determine the termly averages of the students taken into account in the continuous assessment. The teacher is sovereign in his or her evaluation. If a mark can be explained, it cannot under any circumstances be the subject of a request for revision or modification, unless an error is confirmed by the teacher.

Finally, if this collegial work leads to the definition of common principles, guaranteeing equality between the candidates of the high school, it must also allow for the margins of autonomy indispensable to respect the pedagogical progression adapted to each class or group of students and take into consideration the "right to make mistakes" without which learning cannot take place.

### **General framework**

All courses, whether core, specialised or optional, are subject to regular assessment, which is called continuous assessment. The aim of the assessment project is to explain the averages of the reports, and therefore the marks that make them up, which will give an account each term/semester of the pupils' achievements and progress at the various stages of the final cycle. This evaluation project is made public; it is drawn up under the responsibility of the head teacher. It can be revised every year.

### **2. Principles and commitments**

- Pupils are assessed in accordance with the curriculum expectations.
- Pupils are assessed equally in each subject: the nature of the assessments that make up the average and the assessment criteria are agreed and similar within the same subject;
- Not all grades are necessarily included in the average, nor is every assessment systematically graded, depending on the choices made by the teachers. Each mark is not weighted in the same way.
- Pupils are assessed in a variety of situations and forms, including orally: table-top assignments, multiple choice questions, homework, oral questioning, etc. ;
- Assessments are accompanied by constructive feedback that allows students to see where they have made progress and where they need to improve;
- Pupils are given a sufficient and reasonable number of marks in each period to ensure that the average for the period is representative of their achievements;

- Only significant averages, i.e. those based on a sufficient number of assessments, are reported on the report card. In the event that the number of marks of the pupil does not allow a significant average of his/her achievements :

Catch-up homework

Extreme case: one-off test taken with individual candidates

Not validated if absences from checks are not justified

## **2. Point of vigilance for the teams :**

- Simple and explicit averaging in every lesson
- No personal assessment on school reports:

*"When filling in the school report, care must be taken to scrupulously respect the candidate's anonymity, including in the assessments and observations, by not giving any information that could identify the candidate or his or her establishment", cf. service note of 28 July 2021.*

## **3. Handover of the assignment :**

- The teacher specifies in advance the conditions of the assignment (date, time, place, necessary and authorised material, the format of the evaluation...)
- These conditions are systematically reported in advance and available in the online textbook.
- Bags and jackets should be placed at the back of the room or under the blackboard.
- Phones, connected devices are switched off. With the kits, they are put in the bag.
- The draft and composition sheets are shown to the teacher at his/her request. These drafts may be attached to the paper at the request of the teacher.
- No exchange of material (calculator...) is accepted during the assignment.
- The teacher places the students in the room at his/her convenience.
- A student who has been granted a special test arrangement or official protocol must be able to complete the test under the required conditions. If additional time is not available, the scale is adjusted.

## **4. Managing absences from work :**

- Any student absent from an assignment must report to the teacher concerned to justify his/her absence. The absence must be justified to the CPE upon return.
- Any justified absence with an inadmissible reason or any unjustified absence leads to an interview with the pupil and/or his/her family by the CPE by delegation of the Head of School, or directly with the Head of School.
- If the assessment is deemed necessary for the term average by the teacher, the student will be called for a replacement assignment outside of class time. If the student does not fulfil his/her obligations to attend the assignment, and without a valid excuse, he/she will be given a mark of 0.
- The teacher may choose to have the student re-compose on his or her return but is not obliged to do so.
- A student who is late for an assignment may only enter the room accompanied by a school life staff member.
- A student who has validly justified his absence cannot be given a 0.
- Reasons for absence considered legitimate :
  - illness of the child (reminder: medical appointments must be made outside of school hours)

- o communicable or contagious disease of a family member
- o formal family reunion, exceptional and punctual
- o hindrance resulting from recognised transport difficulties.
- If a student is regularly absent from homework, the teacher will alert the CPE.
- A teacher may decide to neutralise an average by replacing it with NN (not graded) if he/she considers that the number of marks or table-top papers is insufficient to make the average meaningful.
- A student who is absent due to long-term illness may be offered an adapted assessment.
- A validly justified absence cannot be penalised by an assessment on the termly report.
- On the other hand, early or prolonged holidays, late waking up and delays attributed to drivers are considered illegitimate.

## 5. Managing fraud or attempted fraud :

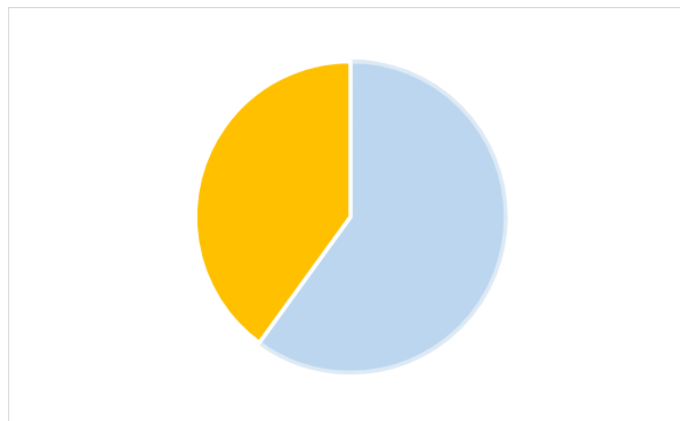
- If a teacher identifies fraud or attempted fraud during the assignment, the student completes the assignment but the teacher confiscates the object that may have allowed the fraud.
- If a teacher notices any cheating during the marking process, he/she will call the student concerned to be heard on the subject.
- In all cases, the CPE and headmaster receive a detailed report.
- In case of doubt about the fraud, and in order to remove the doubt, the student will be asked to recompose under the conditions defined by the teacher.
- A student who is present for an assignment and does not hand in a copy is given a 0.
- After consultation, if the management considers that the fraud is proven, the student will have his mark replaced by a 0.

## 6. Evaluation procedures

### Newsletter notes

- LVA and LVB
- History and geography
- Science education
- EMC
- Options (First and final year)
- Discontinued speciality

### General Baccalaureate 2022



### Final tests

- Anticipated French test (oral and written)
- Philosophy
- 2 specialities
- Big talk

## Core subjects

	<b>Evaluation project 1<sup>ère</sup></b>	<b>Final evaluation project</b>
Modern languages	5 language activities (L.A.) assessed LVA, LVB: in class.	5 language activities assessed LVA: in class with a written "partial" assignment per term in addition. LVB: in class plus 2 written exams (end of March and spring)
European mention DNL (English) management of organisations	The assessment is based on projects carried out and presented orally by the students either individually or in pairs with reference to the management themes mainly	- The assessment is based on projects carried out and presented orally by the students either individually or in pairs with reference to the management themes mainly - Analysis of oral management texts
Physical Education	There are 3 assessments for 3 activities in different fields in the Continuous Training Control throughout the year. The mark for each activity is separated into 3 AFL (= Attendu fin du lycée). AFL1 is worth 12 points and AFL2+ AFL 3 are worth 8 points. Students work in pairs.	There are 3 assessments for 3 activities in different fields in CCF throughout the year. The mark for each activity is divided into 3 AFL (= Attendu fin du lycée). AFL1 is worth 12 points and AFL2+ AFL 3 are worth 8 points.
Moral and Civics	1 mark per term, one assessing participation in a debate, one assessing a group activity, one assessing reflective writing	1 mark per term, one assessing participation in a debate, one assessing a group activity, one assessing reflective writing
Philosophy	TG, 3 time-limited assignments organised under exam conditions ("baccalauréat blanc" or other) and whose topics must be adjusted to the overall course progression. Technological, 2 assignments. As " <b>regularity of exercises</b> " plays a decisive role and, in the age of the Internet, the difficulty of giving homework, other homework in free time, as much as possible outside of school hours, will be organised.	
History-Geography	In the first general year: an assignment from the national subject bank (all or part) at the end of the first, second and third terms  In Première STMG: an assignment from the national bank of subjects (all or part) BNS at the end of the second and third term	In Terminale générale: an assignment from the national subject bank (all or part of it) at the end of the first and second terms.  In Terminale STMG: an assignment taken from the national bank of subjects (all or part) at the end of the first, second and third terms.
Scientific Education	At least 3 marks per term including: at least 1 DST (representing about 30% of the average) and a variable number of exercises of various kinds (e.g. knowledge tests, oral, personal work, homework, etc.)	At least 3 marks per term, including at least 1 DST (representing about 30 % of the average) and a variable number of exercises of various kinds (e.g. knowledge tests, oral, personal work, homework, etc.)

## 1. First year specialities

	<b>Evaluation project 1<sup>ère</sup></b>	<b>Final evaluation project</b>
Mathematics	The progress, skills and levels achieved by the students will be assessed by alternating homework, short quizzes on specific topics, group work, oral presentations if necessary, practical work (especially in the areas of algorithms and programming) and table-top assignments of at least one hour.	
Physics and chemistry	Mainly summative assessments, approx. 60%, e.g. long DS. Mainly formative or diagnostic assessments, approx. 25%, e.g. short DS, course exercises, presentations, oral presentation, course quiz. Assessments similar to the ECE, Approx. 15%, e.g.: laboratory reports, computer or mathematical processing of measurements, evaluation of measurement uncertainty, technical gestures in chemistry.	
Life and Earth Sciences	Classroom assignments with a type 1 or 2 exercise; at least 2 assignments per term: in total at least 60% of the average. + TP/TD type preparation for the ECE + activities such as document exploitation, homework, etc.	Classroom assignments with a type 1 or 2 exercise; at least 2 assignments per term + BAC BLANC in 1 <sup>er</sup> term and/or in 2 <sup>e</sup> term: totaling at least 60% of the average + TP/TD type preparation for the ECE + White papers in 2 <sup>e</sup> term + activities such as document exploitation, homework, etc.
Economic and Social Sciences	At least 3 marks per term including: a 2-hour supervised test, coefficient 3, -other varied assessments with a coefficient of 1 (knowledge test, oral, homework, personal work).	At least 3 grades per term including : - a supervised Bac-type assignment (a 2-hour essay in the 1st and 3rd terms and a 4-hour essay in the 2nd term, coefficient 3), -other varied assessments with a coefficient of 1 (knowledge test, oral, homework, personal work);
History - Geography - Geopolitics - Political Science	At least 3 grades per quarter - one two-hour, high-coefficient supervised assignment, -low-coefficient assessments (knowledge, independent work, homework, oral) -one minimum assignment under test conditions per year	At least 3 grades per quarter one 2-hour supervised assignment with a high coefficient, -low coefficient assessments (knowledge, independent work, homework, oral) -a minimum of two assignments under the conditions of the test per year
Foreign and Regional Languages, Literatures and Civilizations (English)	One written 'partial' assignment per term in addition to classroom assessments	One written 'partial' assignment per term in addition to classroom assessments

## 2. Optional courses

Complementary maths	The progress, skills and levels achieved by the students will be assessed by alternating homework, short quizzes on specific topics, group work, oral presentations if necessary, practical work (especially in the areas of algorithms and programming) and table-top assignments of at least one hour.
Expert maths	The progress, skills and levels achieved by the students will be assessed by alternating homework, short quizzes on specific topics, group work, oral presentations if necessary, practical work (especially in the areas of algorithms and programming) and table-top assignments of at least one hour.

## 3. Technological Education

Economics - Law	<ul style="list-style-type: none"> <li>-Reminder of the previous lesson at the beginning of each lesson (not marked)</li> <li>-Checks at the end of 1 or 2 chapters in either economics or law depending on the progression</li> <li>-homework noted to be done during school holidays</li> <li>- press review (less often)</li> <li>-end of term, bonus for oral participation and record keeping</li> </ul>	<ul style="list-style-type: none"> <li>- reminder of the previous course at the beginning of each lesson if necessary (not marked)</li> <li>-Checks on 1 theme or on a few chapters according to the progression</li> <li>- graded homework to be done during the school holidays</li> <li>-progressively, the tests and homework will be of the bac type</li> <li>- press review (regularly)</li> <li>- end of term, bonus for oral participation and record keeping</li> </ul>
Science Digital Management	<ul style="list-style-type: none"> <li>1 to 3 DST</li> <li>- 1 to 3 Oral assessment</li> <li>- 1 to 3 DMs (deadline 15 days, all late DMs will not be accepted and will be Not Rated)</li> </ul>	<ul style="list-style-type: none"> <li>- 1 to 3 DST</li> <li>- 1 to 3 Oral assessment</li> <li>- 1 to 3 DMs (deadline 15 days, all late DMs will not be accepted and will be Not Rated)</li> </ul>
Management	<ul style="list-style-type: none"> <li>At least 3 marks per term including: -a supervised assignment with a coefficient of 3,</li> <li>-other varied assessments with a coefficient of 1 (knowledge test, oral, homework, personal work).</li> </ul>	