



LEARNING EVALUATION REGULATIONS

**CENTRO DE APRENDIZAJE
EDUCARTE**

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PRESENTATION

MISSION

We are an educational institution with the appropriate resources for instructing and training individuals with aptitudes and skills in preparation for life-long learning and the challenges of the 21st century.

We are an educational institution with a long history, committed to educating people who contribute to improving the world in which they live through comprehensive training of excellence and sensitivity to the environment.

VISION

To be the educational organization that offers its students, according to their potential, an education aimed at developing emotionally and academically excellent people, exemplary citizens, committed to society, and the nature that surrounds us.

To be an educational organization that promotes the development of skills in its students and that offers an education that contributes to their integral well-being, committed to their emotional, social, physical, and cognitive capabilities.

The educational model of the Centro de Aprendizaje Educarte includes educational programs that develop in its students an integral formation in which the academic component is complemented by work in the following areas:

ENERGY

Taking care of the planet's energy as well as our personal inner energy, reflected in our physical body, our thoughts, and emotions.

DEDICATION (Dedication)

Work hard to get the best results.

UNION (Union)

Add the different individual skills and talents to achieve a common goal, allowing everyone to feel important.

CARE-ATTENTION (Care)

Being environmentally conscious, which implies knowing, caring for, protecting, and conserving the environment.

ATTITUDE

Adopt a positive, happy, enthusiastic, and energetic attitude that will help students grow and improve in the learning process.

RESPECT (Respect)

Learn self-respect and respect for others. Express emotions and thoughts appropriately, according to the rules of coexistence.

TEAMWORK (Team)

Being part of a group assuming responsibility with constructive and supportive behavior.

EMPATHY (Empathy)

Understanding the needs, emotions, and problems of others, which will allow students to create bonds and good relationships. Learning to listen to one's own emotions and those of others.

CHAPTER I

Provisions and General Principles

ARTICLE 1**OBJECTIVES OF THIS REGULATION**

The purpose of this regulation is to establish the guidelines of the learning evaluation process, including behavior evaluation that is offered at Centro de Aprendizaje Educarte, based in Santa Cruz, Guanacaste.

ARTICLE 2**EDUCATION RIGHTS**

The right to an education, as a fundamental element of the State and of the Costa Rican educational system, is recognized and guaranteed in favor of all people. Any decision of the administration regarding the evaluation of learning will protect the right to education, as well as the fundamental rights and guarantees recognized by the Political Constitution and national and international regulations in force in the country.

ARTICLE 3

THE CONCEPT OF ASSESSMENT OF LEARNING

The evaluation of learning is a process of issuing value judgments made by the teacher, based on measurements and qualitative and quantitative descriptions, to provide feedback on the learning process.

ARTICLE 4

ASSESSMENT OF LEARNING FUNCTIONS

The functions of the evaluation of learning in the educational process:

Diagnostic: determines the student's initial state in the areas of development including cognitive, socio-affective, and psychomotor, to facilitate, based on the derived information, the application of the corresponding strategies.

Formative: provides necessary and timely information during the teaching and learning processes, to reorient or provide feedback in the required areas.

Summative: consists of the achievements in academic performance.

ARTICLE 5

DIRECT RESPONSIBILITY FOR THE LEARNING ASSESSMENT PROCESS

The development of the learning assessment process in the classroom is a professional and essential responsibility of the teacher who is directly linked to the respective students.

ARTICLE 6

PARTICIPANTS IN THE LEARNING ASSESSMENT PROCESS

The learning evaluation process and the implementation of the student coexistence system imply active participation and collaboration, as appropriate and as indicated in this regulation of:

- a) The student.
- b) The teaching staff.
- c) The director of the educational center.
- d) The Evaluation Committee.
- f) The Support Committee.

- g) The coordinator of the department or grade level, as appropriate.
- h) The student's legal guardian.

ARTICLE 7

INTEGRATION OF THE LEARNING EVALAUTION COMMITTEE

The Learning Evaluation Committee will be made up of the teachers designated by the director to guide the technical work on learning assessment.

ARTICLE 8

REQUIREMENTS FOR TEACHER MEMBERS OF THE LEARNING ASSESSMENT COMMITTEE

To be a member of the Learning Assessment Committee, teachers must meet the following requirements: a) A university degree b) Teaching experience of at least 3 years. c) Appointed to a full-time position at the educational center. d) An interim appointment for the entire school year in the absence of a permanent position.

ARTICLE 9

DUTIES OF THE EVALUATION COMMITTEE

The Technical Advisory Committee has the following functions:

- a. Ensure that an adequate learning evaluation process is completed.
- b. Ensure compliance with the rules of student conduct.
- c. Provide the required advice to the staff, in terms of learning and behavior assessment.
- d. Train teachers in the principles of educational evaluation and measurement, especially regarding the development and validation of tests and other instruments of this nature.
- e. Propose corrective measures to facilitate the achievement of the objectives, based on the results of the diagnostic tests and those of academic performance applied in the institution.
- f. Monitor the correct application of the curricular adjustments under evaluation, recommended for students with special educational needs. The curricular adaptations are applied by the teachers in their teaching process to the students based on their professional criteria.

- g. Approve and ensure proper compliance with Significant and Non-Significant Curricular Adjustments.
- h. Consult with the director of the Institution for the correct resolution of student's, parent's, or guardian's objections to the evaluations.
- i. Study and recommend sanction proposals for students who commit fraud or other types of offenses related to the evaluation process of the student's learning and behavior.
- j. Determine, in a period not exceeding three business days, the required resources according to the procedures described in this Regulation.
- k. Complete other duties inherent to their responsibilities.

ARTICLE 10

ADMINISTRATION OF THE EVALUATION RESPONSIBILITY

The administration of the learning assessment process in the classroom is an essential responsibility of the educator who is directly linked to the students.

ARTICLE 11

DUTIES OF THE DIRECTOR IN THE EVALUATION

The Director is technically and administratively responsible for the services provided therein and is responsible for complying, among others, with the following duties in terms of evaluation:

- a. Integrate and convene the Evaluation Committee in a timely manner.
- b. Transmit among grade level personnel, students, and parents or guardians, these regulations as well as any special procedures that have been established for the evaluation.
- c. Provide technical advice to educators for the best fulfillment of their functions and attributions.
- d. Learn and follow up on the proper execution of the agreements adopted by the teachers and the Evaluation Committee (Technical Advisory Committee).
- e. Periodically analyze the academic performance of the Institution to inform teachers and arrange the necessary actions for its improvement.
- f. Appoint the members of the Evaluation Committee and dismiss them when they fail to comply with their functions and obligations.

- g. Learn and determine the resources that are required according to the procedures described in these Regulations.
- h. Establish active channels of participation by parents or guardians in the evaluation process of their children.
- i. Complete any other duties inherent to the position or expressly indicated in this regulation.

ARTICLE 12

TEACHER EVALUATION DUTIES

The teacher responsible for the student has the following evaluation obligations:

- a. Communicate to the students, within the first three weeks of the period, the procedures, criteria, and techniques that will be followed for learning the subject evaluation.
- b. Apply any curricular adaptations needed for students with special educational needs.
- c. Deliver in writing a detailed description of the objectives and contents that will be evaluated in the tests to the students at least eight calendar days before the test.
- d. Prepare, in accordance with the technically supported guidelines, the tests and other measurement instruments to be used for responsible student groups. Review and grade student tests and assignments.
- f. Discuss with the students the test questions and answers no later than eight business days after their application.
- g. Define student qualifications, with professional and ethical criteria.
- h. Describe the objectives of daily and extra-class work, as well as the required preparation and the qualification criteria to the students orally or in writing.
- i. Discuss the results of the work with the students.
- j. Discuss and resolve objections made by students, parents, or their guardians, regarding their grades.
- k. Participate in the evaluation of student conduct, in accordance with what is indicated in these regulations.
- l. During each period, communicate the details of the student's grade progress to the parents or guardians.
- m. Explain to the interested parties the breakdown of the averages for each period and the annual average, in a timely manner.

- n. Record the punctuality by noting daily and cumulative attendance of students.
- o. Using the tool provided by the Institution, record late arrivals and student absences.
- p. Prepare the deferred tests and deliver them to the Director in the week following the end of the school year.
- q. Administer and qualify the student deferred tests.
- r. Help students develop habits and attitudes that contribute to personal growth and their environment.
- s. Actively participate in the work sessions requested by the Management or Evaluation Committee.
- t. Resolve in writing the objections made by the students, parents, or guardians. The resolution must be delivered within three days business days after receiving the objection.
- u. For each school year period, establish the criteria for issuing an evaluative judgment, based on the teacher's observations and perception of each student.
- v. Ensure that the strategies and measurement instruments reflect the evaluation criteria indicated in the study plans and programs and in these regulations.
- w. Other duties inherent to the teacher position, that the Director specifies or those indicated by these regulations.

ARTICLE 13

DUTIES OF THE DEPARTMENT OF PSYCHOLOGY FOR THE ASSESSMENT OF LEARNING

The Department of Psychology of the respective educational center has the following functions and duties for learning assessment:

- a. Participate with the homeroom teacher, subject teachers, and Evaluation Committee in advising parents and students regarding their responsibilities as a preventive measure and to ensure compliance with the internal provisions of the Institution.
- b. Coordinate with the director and teachers to ensure that the stipulated provisions in the evaluation of learning are followed with the Evaluation Committee, regarding curricular adaptations for students with special educational needs.

ARTICLE 14

DUTIES OF GUIDANCE PROFESSIONALS FOR THE ASSESSMENT OF LEARNING

The guidance professionals of the respective educational center have the following duties for the evaluation of learning, the student coexistence system, and the evaluation of behavior: a) Participate with the homeroom teacher, subject teachers, Evaluation Committee, Educational Support Committee, and professionals from other specialties, in advising students and legal persons in charge regarding the responsibilities and rights that concern them in the school environment and as a preventive measure to achieve compliance with the internal regulations of the educational center. b) Advise the student body, legal persons in charge, and teaching staff involved with the learning evaluation of the rights and duties of the student. c) Analyze the academic performance of the student with the coordinators of the department, grade level, and homeroom teachers to define the strategies to be implemented to improve school performance. d) Comply with the responsibilities and rights established in these regulations. e) Participate in the implementation of the student coexistence system and the evaluation of conduct, according to the provisions contained in these regulations. f) Contribute to the Extended Evaluation Committee.

ARTICLE 15

PARENT OR GUARDIAN DUTIES

The parent or guardian has the following duties:

- a. Ensure compliance with the rules and responsibilities of the student. Responsibly abide by the recommendations provided by the staff regarding the student (a necessary condition to remain in the Institution).
- b. Learn and respect the guidelines established in the Regulations and Regulations of the Centro de Aprendizaje EducarTE.
- c. Learn and respect the duties in the established Institutional and Government Protocols, including protocols in the field of education, health, and risk management, among others.
- d. Learn and respect the guidelines established at the corresponding grade level.
- e. Learn and respect the Centro de Aprendizaje EducarTE Policy against the use of legal or illegal drugs.
- f. Support disciplinary measures taken with a student in accordance with the guarantees of due process.
- g. Respect parking areas and institutional hours.

- h. Personally withdraw grade reports, on the dates indicated by the Director.
- i. Send the student to school duly uniformed and with the complete package for each day in accordance with the class schedule.
- j. Cooperate and support the projects and extracurricular activities that are carried out in the Institution.
- k. Maintain a positive and respectful attitude towards the Institution and its staff.
- l. Review daily, all communications sent by the Institution, whether by electronic or written means. Respond to all communications. The foregoing includes circulars, qualified measurement instruments, reports of lack of tasks and materials, as well as conduct information sheets.
- m. Be aware of the academic progress and behavior of their children. When the student brings home an exam or work with a low grade, it is suggested that the parent request an appointment with the respective teacher.
- n. Respect the schedule and procedures established by the Institution, both at the entrance and exit of classes. If a student withdrawal before the end of the day is required, the request must be sent in writing or, if it is a special circumstance, request permission from the Secretary.
- o. Ensure the attendance of the student who is participating in a cultural, artistic, musical, scientific, or sports fair group of the Institution.
- p. Justify absences with a message to the Secretary of the corresponding grade level within a period not exceeding three business days from the reinstatement of the student's classes. In case of absence, the student must be responsible for making up assignments missed in all subjects.
- q. Review and adhere to the academic calendar when scheduling family activities.
- r. Request an appointment with the homeroom teacher or other teachers of classes missed during periods of family activities.
- t. Arrive at the Institution in a presentable manner, with adequate and tasteful clothing suitable for a visit. Smoking or the consumption of liquor or other drugs is not allowed.
- u. Leaving children at the entrance: Parents are allowed to enter the classroom and office sectors only with a previously scheduled appointment. The Institution reserves the right of admission to its facilities.
- v. Parents should pick up their sons and daughters punctually either at the regular exit time or after clubs, extra classes, or reviews.
- w. Take care of the integrity and security of the educational community, both within the facilities and in other areas including the Internet.

- x. Foster a good relationship and respect for your child with their classmates. When organizing extracurricular activities where only some classmates can participate, make the invitation privately and not through the Institution, to respect the inclusion and value of companionship.
- y. Make payments punctually during the established periods: tuition (first 10 days of each month), enrollment, transportation, and other services used by the student. A fine will be charged to those who have not paid on the indicated date. After this period, if a special arrangement is not made, the corresponding services will be suspended.
- z. Control and supervise the use of electronic devices, use of social networks, personal access to the Internet, and the consumption of mass media by children.
- aa. Guide the interpersonal relationships of their children so that they are in accordance with the values of the Centro de Aprendizaje EducarTE
- bb. Inform the Well-being Department and the homeroom teacher of any situation that may be emotionally affecting the student or if they have a specific illness that requires specialized attention. Submit diagnostic or psychopedagogical reports.
- cc. Respect the hierarchical order when expressing any concerns, first to the teacher or homeroom teacher, then to the Area Coordinator, and finally to the Director.
- dd. Support the teaching-learning process of your child
- ee. Any other duties, typical of a parent or guardian.

ARTICLE 16

THE RIGHTS AND DUTIES OF THE STUDENT REGARDING EVALUATION

The fundamental rights and duties of the student in terms of the educational process in general and evaluation of learning in particular:

- a) All students are entitled to the constitutional and legal rights corresponding to every person, as well as those specific rights that are recognized by current regulations for students who are minors, or those requiring educational support.
- b) Receive the educational services offered at the educational center.
- c) To be informed about the Learning Assessment Regulations.
- d) Receive respectful treatment for their physical, emotional, and moral integrity, as well as their privacy and property, from teachers, administrative officials, and classmates.
- e) Exercise, personally or by representation, the corresponding resources in defense of the rights that may be violated.

- f) Receive from the teaching staff the accompaniment, educational support, and access required for the teaching-learning process.
- g) To be informed, in writing, about learning expectations and qualification indicators that will be used for tests, tasks, and projects.
- h) Receive, in writing, and detail the learning expectations and indicators selected for measurement in the tests.
- i) Respect the provisions of this regulation.
- j) Notify the legal persons in charge of the existence of reports or communications that are sent to the home of minor-aged students.
- k) Personally complete the tests, tasks, or other evaluative activities assigned by the teacher.
- l) Legal-aged students must justify, in a reasoned and written manner, late arrivals or absences to lessons, civic acts, or any other previously convened school activities. Minor-aged students must present the justification signed by the legal person in charge.
- m) Punctually attend school activities, both curricular and curricular.
- n) Assume with responsibility and dedication, the fulfillment of all duties and obligations. Personally complete all the tests that must be submitted.
- o) Comply with all the responsibilities entrusted in the different individual and group work, as requested in accordance with these regulations.
- p) Raise objections (in written and personal form or with the help of parents or guardian), that are deemed pertinent to the qualifications that are granted, within three business days following the delivery of the results to the respective teacher.
- q) During a test:
- Remain seated in silence in the place designated for this purpose.
 - Respect the time given to complete the test.
 - Avoid going to the bathroom.
 - Take the test honestly.
 - Sign the control sheet when delivering the test (secondary).
- r) Review the institutional platform daily to be aware of any required duties and any communication from the Institution.

CHAPTER II

Components for student grades and their percentage value

ARTICLE 17

BASIC PRINCIPLES OF EVALUATION

- a. Evaluation is inherent to the teaching-learning process in education.
- b. The evaluation must be comprehensive, systematic, continuous, scientific, and flexible.
- c. The participants in the teaching-learning process are especially the educator, the student, and, where appropriate, the parent or guardian and the administrative sector.
- d. It must consider the academic, physiological, psychological, environmental, ethical, and family aspects of the student.

ARTICLE 18

THE DIVISION OF THE SCHOOL YEAR INTO PERIODS

The school year will be divided into two school semesters.

ARTICLE 19

SCALE USED TO QUANTIFY THE EVALUATION

The evaluation of the learning assessment will be carried out according to the grade level.

- A. Preschool and grades I and II: The evaluation is exclusively formative and qualitative.
- B. Primary: grade III, cycle II, and Secondary: The evaluation will be made according to a quantitative scale from one to one hundred. The grades for each period are entered with two decimal places and are rounded to a whole number, establishing the following as rounding criteria: decimals equal to or greater than 0.50 are rounded to the next higher integer, decimals less than 0.50 are rounded to the next lower integer.

The grade obtained by each student in the respective period will be recorded. The minimum grade that can be recorded in a semester average is 50%.

ARTICLE 20

RATING COMPONENTS

The student's mark in each subject and for each period, except in the case of conduct, will be obtained by adding the qualification of the following components:

- a. daily work
- b. Extra class work or projects
- c. Written or oral tests, or academic portfolio (substitutable only by the written test)
- d. Short tests or quizzes
- e. Educational tours or other curricular activities when warranted

ARTICLE 21

THE PERCENTAGE VALUE OF EACH OF THE COMPONENTS OF THE QUANTITATIVE QUALIFICATION

The quantitative assessment of learning in the levels from first to eleventh grade, except conduct, will be carried out according to the following weightings that can be changed within the first three weeks of each period with the approval of the Evaluation Committee:

BREAKDOWN OF EVALUATION PERCENTAGES FOR BASIC SUBJECTS

PRIMARY:

Basic General Education cycle I: (3rd grade)

Items	3rd
Formative: 80%	
Daily work	50 %
Projects	20 %
Assistance	10 %

Summative: 20%	
Demonstration of what has been learned through:	
Written and oral tests	
short tests, or quizzes	20 %
Total	100%

PRIMARY:

Basic General Education cycle II: (4th - 5th - 6th grade)

Items	4th	5th	6th
Formative: 70%			
Daily work	40 %	40 %	40 %
Projects	20 %	20 %	20 %
Assistance	10 %	10 %	10 %
Summative: 30%			
Demonstration of what has been learned through:			
Written and oral tests			
Short tests or quizzes	30 %	30 %	30 %
Total	100%	100%	100%

Secondary: Basic General Education cycle III (7th - , 8th - , 9th year)

Items	7th	8th	9th
Formative: 70%			
Daily work	40 %	40 %	40 %
Projects	20 %	20 %	20 %
Assistance	10 %	10 %	10 %
Summative: 30% Demonstration of what has been learned through:			
Written and oral tests			
Short tests or quizzes	30 %	30 %	30 %
Total	100%	100%	100%

Secondary: Diversified Education (10th - 11th year)

Items	10th	11th
Formative: 60%		
Daily work	30 %	30 %
Projects	20 %	20 %
Assistance	10 %	10 %
Summative: 40% Demonstration of what has been learned through:		
Written and oral tests		
short tests or quizzes	40%	40%
Total	100%	100%

BREAKDOWN OF EVALUATION PERCENTAGES FOR COMPLEMENTARY SUBJECTS

Subject Arts / Art History

Items	3rd – 6th
Daily work	60%
Materials	20%
Project	10%
Participation	10%
Total	100%

Music

Items	3rd – 6th
Daily work	60%
Materials	20%
Project	10%
Participation	10%
Total	100%

Workshops / Electives

Items	7th – 11th
Daily work	60%
Materials	10%
Project	10%
Participation	20%
Total	100%

Swimming

Items	3rd – 6th
Daily work	60%
Test run	20%
Uniform	10%
Participation	10%
Total	100%

Physical Education

Items	3rd – 6th
Daily work	60%
Test run	20%
Uniform	10%
Participation	10%
Total	100%

IT

Items	3rd – 11th
Daily work	70%
Materials	10%
Project	10%
Participation	10%
Total	100%

Science Laboratories

Items	7th - 11th
Daily work	10%
Materials	10%
Research	10%
Laboratory reports	30%
Laboratory Log	40%
Total	100%

ARTICLE 22

DAILY WORK DEFINITION

Daily work consists of all the educational activities completed by the student with the guidance and orientation of the teacher, according to the didactic planning and the study program. To evaluate the quality of the work, the student's performance is recorded using technically elaborate instruments. The work is compiled over the course of the period, during the development of the lessons, and as part of the learning process. It must reflect the effort and gradual progress of the student in their learning.

ARTICLE 23

EXTRA CLASS WORK DEFINITION

Extra-class work consists of all those formative works planned by the teacher alone or with the cooperation of the students, with the opportunity for a student to review, expand, deepen, or investigate topics related to those in the classroom. Students are responsible for completing these tasks outside of school hours and are assigned according to the student's grade level. Qualification may be based on compliance and quality of the work completed or qualification scales and technically elaborate instruments may be used. Extra class work must not be assigned or carried out during test time. The request and delivery of extra class work must be punctual, in accordance with the explicit instructions of the teacher and according to the guidelines established in the corresponding grade level.

ARTICLE 24

TESTS DEFINITION

The tests, which can be written, oral, or performance exams, are measurement instruments whose purpose is for the student to demonstrate the acquisition of cognitive or motor learning, the mastery of a skill, or the progressive development of an ability. The test components are based on the objectives and contents of the current program and those that respond to institutional purposes are selected. A test may or may not be cumulative, especially if it is summative.

ARTICLE 25

PROJECT DEFINITION

The project process starts with the identification of subjects of interest to students related to the curricular contents, values, attitudes, and practices proposed in each study program theme. The project progresses in a series of organized stages that involve

students in specific contexts of a socio-cultural environment. The teacher will guide this process. For its evaluation, both the process and the result must be considered, and technically elaborate instruments must be used. Due to its nature, a project can include elements made in an extra class. The use of a project to assess learning in each subject requires only Evaluation Committee authorization.

ARTICLE 26

GROUP WORK DEFINITION

Group work is considered an activity which facilitates cooperative learning. To be qualified by the teacher, it must be planned with appropriate contents and objectives and must be executed, by the students, under the supervision of the teacher in charge, except for the science fair and science laboratory assignments, which are regulated in the respective manual and are approved by the evaluation committee. The teacher must give students a rubric at the time the work is assigned, which details the criteria for evaluation according to the performance of each group. In the case of an appeal, proceed as indicated in these regulations.

ARTICLE 27

ATTENDANCE, ABSENCE, AND LATE ARRIVAL

Attendance is defined as the presence of the student in the lessons and in all other required school activities. Absences and late arrivals may be excused or unexcused. The justification for absences or late arrivals must be submitted in writing to the teacher concerned or whoever the management of the educational center designates for that purpose. This justification must be presented within three business days following the reinstatement of the student, after the absence or tardiness. A justified absence is understood to be that caused by a reason of force majeure or an unforeseeable fortuitous event beyond the control of the student, which prevents attendance to the educational center or to the place previously defined by the teacher to fulfill their usual obligations as a student. Justified absences include a) Illness, accident, or other cause of fortuitous event or force majeure. b) Serious illness of the legal guardians or siblings. c) Death of a relative up to the second degree of blood kinship and for up to one week. d) Any other justifiable reason in the opinion of the teacher.

The justified late arrival is that caused by reasons of force majeure or unforeseeable fortuitous event beyond the control of the student and that prevents punctual arrival at the previously defined time, in the opinion of the teacher.

For the allocation of the percentage of absence time in each subject and in each period, the teacher will take as a reference the total number of lessons taught, unjustified absences, and late arrivals, according to the following table:

Percentage of unexcused absences of the total number of lessons taught in the period	Percentage allocation
0% to less than 1% absenteeism	10 %
From 1% to less than 10%	9 %
From 10% to less than 20%	8 %
From 20% to less than 30%	7 %
From 30% to less than 40%	6 %
From 40% to less than 50%	5 %
From 50% to less than 60%	4 %
From 60% to less than 70%	3 %
70% to less than 80%	2 %
From 80% to less than 90%	1 %
From 90% to 100% of absences	0 %

Unexcused late arrivals of less than ten minutes will be counted as a half unexcused absence. Unexcused tardies greater than ten minutes are considered unexcused absences.

ARTICLE 28

REDUCTION OF POINTS FOR ATTENDANCE AND PUNCTUALITY

In Elementary and Secondary, the score for the accumulation of unexcused absences and late arrivals will be deducted from the conduct grade. The deduction of points will be defined by the teachers' council.

ARTICLE 29

APPLICATION OF THE WRITTEN TESTS CONDITIONS

- a. The Evaluation Committee will schedule the testing calendar.
- b. All tests must be supervised by the teacher responsible for their application or by the official designated by the Director for that purpose.
- c. The maximum application time for ordinary, extraordinary, and postponed tests will be one hundred and twenty minutes.
- d. Neither in the ordinary testing period nor the extraordinary testing period will more than two tests be applied on the same day.
- e. The test must include at least two different types of items, except in the advanced subjects that are governed as established in the course program.
- f. The student who is late for an exam, work presentation, or other activity loses the time elapsed and is responsible for completing these activities in the remaining time.
- g. Replacement tests will be conducted in the following cases:
 1. A justified absence from an ordinary test. In this case, in addition to justifying the absence according to the established procedures, the parent can provide supporting documentation if requested by the Evaluation Committee to authorize the exam replacement. If the student is absent during the application of a test, the presentation of a project, or other important work, the Evaluation Committee will request supporting documentation to justify the replacement. If the presentation of the required documents is not met, the student will not receive authorization to replace said test, project, or work and one (1) will be assigned as a grade.
 2. Ordered by the Director of the Institution when:
 - a. it does not meet the technical and administrative requirements.
 - b. one or several tests were lost.

ARTICLE 30

SANCTIONS FOR FRAUDULENT ACTIONS IN THE EVALUATION TESTS AND SCHOOLWORK

Any fraudulent action committed by one or several students, for their own benefit or that of a third party, executed during the administration of tests, the completion of projects, tasks, or other assigned work, and that is identified during the application process itself or the review by the teacher, will result in a sanction with the minimum rating of the scale (one point) in the test, project, task, or respective assigned work for all the students involved in the fraudulent action. In addition, an information slip will be

recorded in the student's file. Within a period of no more than eight business days, after the fraudulent activity has been committed, the educator in charge of the subject or grade teacher will notify the student and the parent or guardian in writing of the action taken and will inform them of their right to access to the respective information.

ARTICLE 31

ADVANCED JUSTIFICATIONS FOR A DEFINED PERIOD ABSENCE

The student who must be absent from their regular lessons, having communicated it to the evaluation committee in advance, in which tests, works, projects or qualified assignments are scheduled, must deliver them to the respective teacher, at least two days before the absence, without exception.

ARTICLE 32

INSTITUTION APPEAL PROCEDURE

The student may file a written appeal through their legal representatives or parents, three business days from the moment the grade is delivered, respecting the order duly established and described below. The due process for appeals is as follows:

- a. In the first instance, any appeal should be directed to the teacher responsible for the rating under challenge. This instance has three business days to respond in writing to said objection.
- b. The appeals presented to the evaluation committee can be made through the legal representatives or parents of the student, in the three days working days following the day the response from the previous instance is issued. This instance will have 8 business days to respond in writing.
- c. If there are objections to the response from the Evaluation Committee, another written appeal document may be submitted within the next three business days from the day the response is issued, before the Academic Director. This instance will have 8 business days to respond in writing.

CHAPTER III

Promotion

ARTICLE 33

WEIGHTING BY WHICH THE AVERAGE ANNUAL GRADE OF A SUBJECT IS OBTAINED

To obtain the annual average grade for a subject, both in Basic General Education and Diversified Education, the grades for the two semesters of the year will be counted and weighted as follows:

First period or semester: 50%

Second period or semester: 50%

ARTICLE 34

MINIMUM QUANTITATIVE QUALIFICATION REQUIRED IN THE LAST PERIOD TO PASS EACH SUBJECT

Notwithstanding the provisions of the previous article, any student from third to ninth grade who does not reach the minimum grade of seventy (70) for the tenth and eleventh year, and the minimum grade of seventy-five (75) in the last semester period, will be postponed in the respective subject, regardless of the value of the annual average.

ARTICLE 35

REQUIREMENTS TO PASS EACH SUBJECT

The student who reaches an average equal to or greater than seventy in Basic General Education and seventy-five in Diversified Education will have the status of PASS in the respective subject. The student who does not meet the requirements to pass in each grade level will obtain the status of DEFERRED in the respective subject.

ARTICLE 36

REQUIREMENTS FOR THE SCHOOL YEAR APPROVAL

In Primary and Secondary, the student who passes all the subjects will have the right to be promoted to the next higher grade or will have the right to hold the status of a graduate of the respective grade level, as appropriate.

ARTICLE 37

CONDITIONS FOR STUDENT FAILURE

a. **Postponed:** A student will be deferred in a subject if a grade is lower than the minimum passing grade established in these regulations or if the annual average grade is less than the minimum established.

b. **Reprobate:** The student who fails in four or more subjects acquires the condition of failing and must repeat the school grade level. The student who is failing a grade level may only request a review of grades in the subjects that he did not pass with the respective professor.

The Evaluation Committee will analyze the case and must decide if the student should repeat the year at another institution or the Centro de Aprendizaje Educarate. For these purposes, conduct is considered as a subject.

c. **Disapproval for makeup test attempts:** In addition, the student who does not obtain the minimum grade in the first and second makeup test attempts will be considered failed.

In case of doubts, consultations, or appeals, the process indicated in Article 29 must be followed except for the evaluation committee, since this entity is not responsible for establishing the status of deferred or failed students.

ARTICLE 38

THE RIGHT TO COMPLETE MAKEUP TESTS

The student who fails in three or fewer subjects may take exams only in those three subjects.

The eleventh-year students in a deferred condition must pass said subjects with the first makeup test. High school students may take makeup tests only in approved subjects.

ARTICLE 39

COMPLETING MAKEUP TESTS FOR POSTPONED STUDENTS

The first and second makeup tests for deferred students will be held on the dates established in the Institution's school calendar. These test dates must be scheduled 8 calendar days in advance. Students who take the tests must have regularly attended at least 80% of the total lessons in the respective subject during the year, except in duly justified circumstances.

Students must present themselves punctually at the scheduled time and in full uniform for makeup tests. A student who shows up ten minutes after the scheduled time will lose

the right to take the test unless there is an act of God or force majeure. The teacher will oversee administering and grading the test unless the Evaluation Committee or the director of the Institution designates otherwise.

ARTICLE 40

OBJECTIVES AND CONTENTS OF THE POSTPONED TESTS

The objectives and contents of the deferred tests will be selected and defined by the teacher and will be similar to the subjects covered during the school year. The teacher must communicate these objectives and contents in writing to the students who have been deferred at the end of the respective school year.

ARTICLE 41

DELIVERY OF THE POSTPONED MAKEUP TEST RESULTS

Within three business days after each makeup test for the deferred, the responsible educators must deliver the test results to the students, the coordinator, and the Director. The duly qualified tests will remain in the student's file.

Students, their parents, or guardians have the right, when they so request, to review the graded test in the presence of the Director or a designated educator. Likewise, they will have the right to take note of the questions and answers, as well as to photocopy the exam, as long as said document does not leave the Institution.

ARTICLE 42

CONDITIONS TO APPROVE POSTPONED MAKEUP TESTS

In the case of cycle I, II, and III of the Basic General Education, the student who achieves a grade equal to or greater than seventy on the exam will be considered approved. Any student who achieves at least a score of seventy-five on the test will be considered approved for Diversified Education. Those who do not obtain the minimum qualification indicated, as well as those who do not attend the makeup tests without just cause, will be considered failed.

For students who pass the I and II deferred tests, according to the provisions of the previous paragraph, a minimum passing grade will be recorded in the corresponding record and the annual "Report of Grades."

ARTICLE 43

ALTERNATE ADMINISTRATION OF EXTENSION TESTS

In extraordinarily special cases, with agreement from the director of the Institution and the respective Evaluation Committee, a deferred student may request that the examinations referred to in this Regulation are not prepared, administered, and graded by the teacher of the respective subject attended during the school year. In this case, if the evaluation committee and the director find very important, objective, clearly verifiable, and sufficient reasons that give merit to the request, they will appoint another teacher from the Institution to administer the test.

ARTICLE 44

ADMISSION RIGHTS IN CASE OF FAILURE OR POSTPONED IN CONDUCT

If the student fails the school year or is postponed in conduct, the Administration reserves the right of admission and may revoke or reject enrollment for the next school year, before reaching a consensus with the Evaluation Committee and the Support Committee.

ARTICLE 45

STUDENT COMMUNITY SERVICE REQUIREMENT

Tenth-year students are required, as a complement to the academic tasks, to complete a student community service project, which includes 30 hours of work during the corresponding school year:

This student community service will have the following objectives:

- a. Strengthen the student's civic values.
- b. Develop feelings of solidarity and human understanding.
- c. Establish feelings of commitment and develop attitudes of cooperation for the community.
- d. Project the educational center in a positive fashion for its social and economic environment concerns

CHAPTER IV

Conduct Rating

ARTICLE 46

EVALUATION OF BEHAVIOR

Conduct as an exercise of mutual respect, tolerance among members of the school group, compliance with the student's duties, and respect for rules and regulations, are matters of learning as much as any other discipline and, consequently, must be evaluated and graded as part of the educational process.

ARTICLE 47

SPECIAL CONSIDERATIONS IN THE ASSESSMENT OF BEHAVIOR

The evaluation of conduct, compliance with the rules, regulations, and duties inherent to the student's condition, as well as the individual differences of the students, must be considered. These include the student's special educational needs whether or not they are associated with a disability, the needs of age, the social environment, the family nucleus, and the characteristics of the educational institution.

ARTICLE 48

STANDARDS OF CONDUCT

Rules of Conduct are understood as the limits that regulate interpersonal relationships and the responsible exercise of the rights and responsibilities of the student in the educational community, as well as compliance with institutional rules and regulations.

ARTICLE 49

EVALUATION OF BEHAVIOR IN PRESCHOOL, I AND II GRADE

In Preschool, the evaluation is exclusively formative. However, the preschool student has the same duties and obligations. According to the principles of due process and these regulations, the student may be subject to corrective actions. In case of default in misconduct, the Institution may proceed in accordance with a case of deferred conduct.

ARTICLE 50

CONDUCT RATING

The qualification of the conduct of the students of the III grade, cycle II, and Secondary grades of the Centro de Aprendizaje Educarte will be summative, using the numerical scale from 1 to 100. It will be the responsibility of the teachers and the Disciplinary Committee to issue tickets for violations of the disciplinary regulations of the Institution. The conduct grade is composed of the following items:

1. Attendance and punctuality 10%
2. Compliance with the discipline regulation 90%

The homeroom teacher is in charge of assigning the final grade after reviewing the deduction for unexcused absences and student reports.

ARTICLE 51

BEHAVIOR RATING BASED ON AN INFORMATION COLLECTION PROCESS

The qualification of the conduct will be the result of a process of gathering information that allows determining, in each one of the periods and aspects indicated in the regulation, of discipline, the fulfillment of the duties, the norms, and the regulations, on the part of the student, punctuality, and class attendance and the practice of institutional values. This grading process will be applied to the student considering their actions within the educational institution, in curricular and extracurricular activities officially convened, or elsewhere during the Institution's school hours or outside if the student wears the school uniform. However, any act of cyberbullying can be punished regardless of the time and place in which it occurred.

Although it does not constitute a "subject" in the strict sense, conduct as an exercise of healthy coexistence, mutual respect, tolerance among members of the school group, compliance with student duties, and respect for rules and regulations, is a matter of learning as much as any of the academic disciplines and, consequently, must be evaluated and qualified within the entire educational process. In fact, few lessons are as important as coexistence, citizenship, and individual and collective ethical behavior. For the evaluation of behavior, it is assumed that the educational processes have as an essential component the integral formation of the students. Therefore, the rules of coexistence must be promoted within a framework of respect and tolerance, promoting ethical values, good behavior, and the proper resolution of conflicts within the educational center.

ARTICLE 52

MINIMUM CONDUCT GRADE

The minimum quarterly conduct grade for the promotion of students will be 70 (seventy) in III grade, and cycles II and III. In Diversified Education it will be 75 (seventy-five). The minimum conduct grade that can be assigned to a student as a grade for the period will be fifty (50).

ARTICLE 53

The condition of deferred in conduct and approval requirements for students of III grade and cycle II

- 1) The student who, as an average of each semester, obtains a grade of conduct of less than seventy percent will, consequently, be deferred in conduct.
- 2) To acquire the full condition of passing, a student who is deferred in conduct is obligated to carry out a program of actions of institutional interest, of an educational nature defined and supervised by the Disciplinary Committee. The final promotion will be subject to full and verifiable compliance, assigning the minimum passing grade according to the cycle that the student is taking. These actions constitute the equivalent of the academic subject extension tests, and they will be carried out in the period established by the corresponding committee.

ARTICLE 54

The approval requirements for a student deferred in conduct in cycle III and Diversified Education (Article 134 of the MEP 2018 Learning Assessment Regulations)

- 1) The secondary school student who, on the quarterly average, obtains a conduct grade lower than the established minimum, be it 70 in cycle III or 75 in the Diversified Education cycle, as appropriate, will consequently have the condition of deferred in conduct in said quarter. They will be obligated to carry out a program of actions of institutional or communal interest, of an educational nature, defined, scheduled, and supervised by the Evaluation Committee, the homeroom teacher, and the grade-level teachers.
- 2) This program will have a minimum of 10 hours and a maximum of 20 hours in addition to other corresponding corrective actions. This must be done during the month following the end of the semester, or within the period established by the Disciplinary Committee. A student that does not comply with the assigned project within the

established period or does not present it at all, is considered postponed or failed as appropriate.

3) The student who is deferred in conduct in the weighted average or did not do the work corresponding to any semester, is obligated to complete the pending work and carry out a project that will be assigned by the Disciplinary Committee and final promotion is subject to its full and verifiable compliance. These actions constitute the equivalent of the exams for academic subjects.

4) The Disciplinary Committee will deliver a document to the student, with the respective instructions and the project schedule. Once the project is completed, the Disciplinary Committee will evaluate said work and in turn notify the Academic Director in the respective minutes. This last entity will be the only one to authorize the change of conduct grade to the established minimum for the corresponding period.

5) The change of condition of the student regarding the conduct will be subject to verification and compliance with the program. These actions will be carried out in the period established by said committee. In this case, the provisions of this regulation will also apply. To achieve the condition of final promotion, a student must necessarily have an approved condition in conduct.

ARTICLE 55

COMPUTATION OF ABSENCES DUE TO AN INTERRUPTION OF THE EDUCATIONAL PROCESS

Absences from face-to-face educational activities that occur as a result of interruptions of the regular educational process will not be considered.

ARTICLE 56

GRADE REPORT

At the end of each school-year period, the grade report will be delivered to the student's parents or guardian at home according to the format provided by the Institution. Only by the end of the school year will a printed report be delivered with all the final grades for the year.

CHAPTER V

Final Provisions

ARTICLE 57

THE ESTABLISHMENT OF INTERNAL REGULATIONS

The Educational Institution Council of Teachers will establish and approve the internal regulations of the respective educational center, in accordance with the social, economic, and cultural peculiarities of the population it serves and in compliance with the general guidelines issued by the Public Ministry of Education and communicated through the respective Regional Director of Education. Said regulations must be made known to parents before being applied at the beginning of each school year. It may be amended as soon as it is considered pertinent, prior communication to the parents and the modification will be governed from the date it is registered in the Directorate of Private Centers of the Ministry of Public Education.

Given in Tamarindo, Santa Cruz, Guanacaste in September 2022.