

# Changing landscape of grading practices in certain Latin-American countries.

Thursday, October 7, 2021, 11 AM to 12 PM (Central)

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**SDR Educational Consultants, Inc., Houston**

**SDR** | EVALUATIONS  
TRANSLATIONS

## Changing landscape of grading practices in certain Latin-American countries

Points covered in this session:

1. Due to Covid-19, some Latin-American countries are adjusting their assessment and promotion practices, even standardized testing; examples: Mexico, Argentina, El Salvador and Peru.
2. A few countries have adopted three-grade (P+P+F) assessment systems; examples: Colombia and Mexico (CENEVAL). Due to Covid-19, CENEVAL results may be submitted to admissions officers to establish benchmark equivalencies.
3. Some Latin-American countries have adopted "gentler" grading which lessens negative student-parent reaction: examples: Bolivia, Ecuador, Colombia, and Peru. Due to Covid-19, Peru has implemented hybrid grading for now.

Such changes may influence US admissions and transfer decisions.

## Changing landscape of grading practices in certain Latin-American countries

### SECTION 1:

Due to Covid-19, some Latin-American countries are adjusting their assessment and promotion practices, even standardized testing.

Examples of assessment and promotion changes: Mexico, Argentina, El Salvador and Peru

Example of standardized testing: El Salvador

## Effect of Covid-19 on Mexican grading (1)

Since early 2020, Mexico has struggled with how to assess student performance after the suspension of *instrucción presencial* (in-class instruction). As a result, *Aprende en Casa* (*Learn at Home*, aka distance learning) was launched with instruction via internet, television and radio. On December 21, 2020, Esteban Moctezuma-Barragán, then Secretary of Public Education, now Mexican Ambassador to the United States, signed off on what would become *Acuerdo Número 26/12/20* (Agreement of 12/26/2020) of the *Secretaría de Educación Pública* (Secretariat of Public Education) establishing the criteria for assessing student performance at the early-childhood, elementary, and lower-secondary levels. The full document may be accessed via [http://www.dof.gob.mx/nota\\_to\\_doc.php?codnota=5608934](http://www.dof.gob.mx/nota_to_doc.php?codnota=5608934).

The salient point of interest is the assessment of elementary and lower-secondary students: The spaces for the usual ten-point grades will be cancelled with a dash; the area entitled *Observaciones o recomendaciones generales del docente* (teacher's general recommendations or observations) will be filled in with the teacher's comments. Later, when conditions permit numerical grades for the student, such grades will then be reported. Likewise, the usual minimum attendance requirement of 80% will be cancelled with a dash.

Note: The school year in Mexico generally runs August to June.

## Effect of Covid-19 on Mexican grading (2)

Via <https://www.controlescolar.aefcm.gob.mx:8009/ConsultaBoleta/>, SDR downloaded the attached documentation which consists of a *Boleta de Evaluación* (transcript), issued 6-19-20, and *Certificado de Educación Secundaria* (Certificate of Lower-Secondary Education), issued on 8-21-20; that is, both were issued prior to the SEP Agreement of 12-26-20.

SDR anticipates that the transcript reflects transition during SEP deliberations to determine how to handle Covid impact on grading: Thus, grades still appear on our sample June, 2020 transcript, but attendance, ninth-grade average and general lower-secondary average are all cancelled with a dash. Although the student failed *Ciencias III (énfasis en química)* [9<sup>th</sup>-grade Science (emphasis on chemistry)] and did not pass a *recuperación* (make-up exam), he still passed ninth grade. Accordingly, in August, 2020, he was issued the verified *Certificado de Secundaria* and qualified to seek admission to *bachillerato* (upper-secondary).

In contrast to this sample set from June and August, 2020, similar documentation from July, 2019, is also attached. The older set has the usual data for attendance and grade averages.

## Effect of Covid-19 on Mexican grading (3)



### DATOS DEL ALUMNO

Father's surname PRIMER APELLIDO	Mother's maiden name SEGUNDO APELLIDO	Given name(s) NOMBRE(S)	Initials+dob+sex+MxSt+LSTAB CURP
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### DATOS DE LA ESCUELA

INSTITUTO MÉXICO SECUNDARIA NOMBRE DE LA ESCUELA	F GRUPO	MATUTINO TURNO	09PES0802C CCT
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ASIGNATURAS/ÁREAS	PERIODOS DE EVALUACIÓN			PROMEDIO FINAL
	1º	2º	3º	
ESPAÑOL III	8	6	7	7.0
MATEMÁTICAS III	5	5	8	6.0
SEGUNDA LENGUA: INGLÉS III	8	7	8	7.6
CIENCIAS III (ENFASIS EN QUÍMICA)	6	5	5	5.3
HISTORIA II	9	8	9	8.6
FORMACIÓN CÍVICA Y ÉTICA II	8	6	8	7.3
TECNOLOGÍA	10	9	9	9.3
EDUCACIÓN FÍSICA	10	9	10	9.6
ARTES				
MÚSICA	5	8	10	7.6

TECNOLOGÍA	
Ente de campo:	INFORMÁTICA
Clave:	5022

ASISTENCIA	
Calendario Escolar	190
Asistencias	
% Asistencia*	

\* Asistencia mínima para ser promovido: 80%  
← failed 9th grade chemistry

PROMEDIO FINAL DE GRADO	PROMEDIO DE EDUCACIÓN SECUNDARIA

FIRMA DE LA MADRE, PADRE DE FAMILIA O TUTOR	
1º periodo	
2º periodo	
3º periodo	



FOLIO BF0920

Autoridad educativa: RENÉ MARIO FRANCO RODRÍGUEZ, DIRECTOR GENERAL DE OPERACIÓN DE SERVICIOS EDUCATIVOS

No. certificado autoridad educativa: 00010100000406752769

Sello digital: autoridad educativa: ERaashHj67IkKx6W6K0+awS7K1vkhjNgKsDR3Tf/4NvllBSBWxNencRkD3sFcSnaxGkNv/diAgH84qcm1a4Aou68duuubpIfEqXuuDWdftGt5247ALm-g4GEnf29ZUGTn6TVak76BhN5GdEM5uGw+vQovqAZCq6360550Q-LP4mNM8E30uQ4n77mpnAulicfCSP/3n5Q+ky02pBRWbvc5P7GdKf0ZS+ealcp2eaj e/0tpnBjuc0G0G3mWVW3qXULERy8jH5S2M+vaNes37vg7hFG-Hq7a8TtyGq8RmC0778q8qcmNvuTCC0Lmyt8q...

Lugar y fecha de expedición: Benito Juárez, Ciudad de México 19/06/2020

La presente Boleta de Evaluación ha sido firmada mediante el uso de la firma electrónica avanzada, amparada por un certificado vigente a la fecha de su emisión y es válido de conformidad con lo dispuesto en los artículos 1, 2, fracciones IV, V, XIII y XIV, 3, fracciones I y II, 7, 8, 9, 13, 14, 16 y 25 de la Ley de Firma Electrónica Avanzada y demás aplicables 7 y 12 del Reglamento de la Ley de Firma Electrónica Avanzada.

La versión electrónica del presente documento, su integridad y autenticidad se podrá comprobar a través de la página electrónica: <https://www.controlescolar.aefcm.gob.mx/boleta/valida> de la Autoridad Educativa Federal en la Ciudad de México o por medio del código QR.

## Effect of Covid-19 on Mexican grading (4)

OBSERVACIONES O RECOMENDACIONES GENERALES DEL DOCENTE	
PRIMER PERIODO	Practicar constantemente los contenidos vistos en clase. Mantener un ritmo adecuado de trabajo.
SEGUNDO PERIODO	Consultar a tu Maestro(a) sobre cualquier duda que se te presente. Preparar con anticipación los exámenes parciales y trimestrales.
TERCER PERIODO	No reported teacher comments / recommendations for third testing period.

## Effect of Covid-19 on Mexican grading (5)

Issuance of *Certificado de Educación Secundaria* (Certificate of Lower-Secondary Education) confirms automatic promotion despite having failed chemistry and not having passed a make-up exam.



**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA

**SISTEMA EDUCATIVO NACIONAL**  
AUTORIDAD EDUCATIVA FEDERAL EN LA CIUDAD DE MÉXICO  
**CERTIFICADO DE EDUCACIÓN SECUNDARIA**

La Dirección General de Operación de Servicios Educativos, CERTIFICA que [REDACTED] con CURP [REDACTED] LSTAB, cursó y acreditó la Educación Secundaria de acuerdo al Plan y Programas de Estudio vigentes, en ESCUELA INSTITUTO MÉXICO SECUNDARIA, con Clave de Centro de Trabajo 09PES0802C, con el promedio final que se indica, según constancias que obran en el archivo de Control Escolar.

PROMEDIO FINAL:

7.7

SIETE PUNTO SIETE

El presente documento de certificación se expide en Benito Juárez, Ciudad de México a los veintiún días del mes de agosto de dos mil veinte.

Autoridad educativa: RENÉ MARIO FRANCO RODRÍGUEZ, DIRECTOR GENERAL.

No. certificado autoridad educativa: 00001000000406752169

Sello digital autoridad educativa:

EhKFqAUvpxgZxi5Y0BKjvP7iXR2AZp4DxTjYw/m4YPjoIM9R2bOnHclIWwTRFZE0huKbChwofeSIVaYQ9lUqqldNJY1z/fPAf6Y5tpw3Qv3tybP6cl9CCYDNvZOCmOkzvKosH/2qngVDAgP+xCtn7vVuz/QsWim0aoNjMA8CkORN6snDXr4FTNyGFv8jeKlqmDlbbVDDALxk16SKHT+12QPAtdlDcsoeiTLDrgnVrK35xLk+eICQjWoXztDbDbY5V3vyP8VyMI01WbHn53qYLSBtp9ErR2Tf5pNa mZ9Bbk7lJkGp/xdAOMCv9WJl6G0ojB10nwhjDm9xrfb2dpQ==

Fecha y hora de timbrado: 29/08/2020 19:16:03

Sello digital SEP:

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Con fundamento en lo dispuesto por el artículo 141 de la Ley General de Educación, los certificados de estudios expedidos por instituciones del Sistema Educativo Nacional, tienen validez en la República Mexicana sin necesidad de trámites adicionales de autenticación o legalización, favoreciendo el tránsito del educando por el Sistema Educativo Nacional.

El presente documento electrónico ha sido firmado mediante el uso de la firma electrónica avanzada por el servidor público competente, amparada por un certificado digital vigente a la fecha de su elaboración, y es válido de conformidad con lo dispuesto en los artículos 1; 2, fracciones IV, V, XIII y XIV; 3, fracciones I y II; 7; 8; 9; 13; 14; 16 y 25 de la Ley de Firma Electrónica Avanzada y demás aplicables 7 y 12 del Reglamento de la Ley de Firma Electrónica Avanzada.

El presente documento electrónico, su integridad y autorigen se podrá comprobar en: [www.controlescolar.aefcm.gob.mx/valida](http://www.controlescolar.aefcm.gob.mx/valida) o por medio del código QR.

FOLIO e8fda9cc-e816-4e35-8052- [REDACTED]

## Effect of Covid-19 on Mexican grading (6)

**SEP** SECRETARÍA DE EDUCACIÓN PÚBLICA

**SEV** Secretaría de Educación Veracruz

**SISTEMA EDUCATIVO NACIONAL**  
**BOLETA DE EVALUACIÓN**

3º GRADO DE EDUCACIÓN SECUNDARIA CICLO ESCOLAR 2018 - 2019

DATOS DEL ALUMNO

PRIMER APELLIDO: [REDACTED] SEGUNDO APELLIDO: [REDACTED] NOMBRE(S): [REDACTED] CURP: [REDACTED]

DATOS DE LA ESCUELA

NOMBRE DE LA ESCUELA: SOR JUANA INES DE LA CRUZ

GRUPO: A TURNO: MATUTINO CCT: 30DTV0274F

Calendario Escolar: 195

Asistencia: 195

% Asistencia: 100

\* Asistencia mínima para ser promovido: 80%

8.0 8.4

NOMBRE DE LA ESCUELA	1	2	3	4
ESPAÑOL III	9	8	6	7.6
MATEMÁTICAS III	9	7	7	7.6
SEGUNDA LENGUA: INGLÉS III	8	8	10	8.6
CIENCIAS III (ÉNFASIS EN QUÍMICA)	8	7	8	7.6
HISTORIA II	9	6	7	7.3
FORMACIÓN CÍVICA Y ÉTICA II	9	7	8	8.0
EDUCACIÓN FÍSICA	9	9	9	9.0
ARTES	9	9	9	9.0

1º periodo: Maria Isabel

2º periodo: Maria Isabel

3º periodo: Maria Isabel



Margarita Domínguez S.  
MARGARITA DOMÍNGUEZ SÁNCHEZ  
NOMBRE Y FIRMA DEL DIRECTOR

ACTOPÁN, VERACRUZ  
LUGAR DE EXPEDICIÓN

**SISTEMA EDUCATIVO NACIONAL VERACRUZ**

2019 07 08  
AÑO MES DÍA

## Effect of Covid-19 on Mexican grading (7)

**SISTEMA EDUCATIVO NACIONAL**  
SECRETARÍA DE EDUCACIÓN DEL ESTADO DE VERACRUZ  
CERTIFICADO DE EDUCACIÓN SECUNDARIA

La Secretaría de Educación del Estado de Veracruz, CERTIFICA que [REDACTED] con CURP [REDACTED] cursó y acreditó la Educación Secundaria de acuerdo al Plan y Programas de Estudio vigentes, en la ESCUELA SOR JUANA INÉS DE LA CRUZ, con Clave de Centro de Trabajo 30DTV0274F, con el promedio final que se indica, según constancias que obran en el archivo de Control Escolar.


PROMEDIO FINAL:

8.4

OCHO PUNTO CUATRO

El presente documento de certificación se expide en Xalapa, Veracruz de Ignacio de la Llave a los ocho días del mes de julio del dos mil diecinueve.

Autoridad educativa: ZENYAZEN ROBERTO ESCOBAR GARCÍA, SECRETARIO DE EDUCACIÓN DEL ESTADO DE VERACRUZ  
No. certificado autoridad educativa: 00001000000414647556  
Sello digital autoridad educativa:  
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5nOvix06Z631w==  
Fecha y hora de timbrado: 03/07/2019 19:06:12  
Sello digital SEP  
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eayWorHw==



Con fundamento en lo dispuesto por el artículo 60 de la Ley General de Educación, los certificados de estudios expedidos por Instituciones del Sistema Educativo Nacional, tienen validez en la República Mexicana sin necesidad de trámites adicionales de autenticación o legalización, favoreciendo al tránsito del educando por el Sistema Educativo Nacional.

El presente certificado de estudios ha sido firmado mediante el uso de la firma electrónica avanzada, amparada por un certificado vigente a la fecha de su emisión y es válido de conformidad con lo dispuesto en los artículos 1 y 2 de la Ley Número 563 de firma electrónica avanzada para el Estado de Veracruz de Ignacio de la Llave y sus Municipios y artículo 18 fracción XXII de la Ley de Educación del Estado de Veracruz de Ignacio de la Llave.

La versión electrónica del presente documento, su integridad y autenticidad podrá comprobarse a través de la página electrónica de la Secretaría de Educación del Estado de Veracruz por medio de la siguiente liga: <http://certificacion-electronica.sev.gob.mx>. De igual manera, podrá verificar el documento electrónico por medio del código QR.

FOLIO 5b206d46-db17-4bc8-8e34-e943225bad8e

## Effect of Covid-19 on Salvadoran grading (1)

On October 9, 2020, the Salvadoran Ministry of Education issued *Normativa Transitoria para las Evaluaciones de Promoción de Estudiantes durante el año lectivo 2020 y la Continuidad Educativa 2021, en el marco de la pandemia COVID-19* (Temporary Regulations for Evaluating Student Promotion during the 2020 school year with Educational Reinforcement into 2021, due to the COVID-19 pandemic). The objective of this regulation was twofold: First, automatically promoting students to their next grade level with the first three months of 2021 devoted to content review and reinforcement; second, devoting the remaining months of 2021, beginning with the fourth month, to actual grade content.

In order for students to receive *promoción orientada* (be passed to the next year of study), they must turn in four so-called *guías* (guides / curriculum study plans composed of varying units) per subject per academic quarter. Based on the guides, the teachers would assign a grade. The full document may be accessed via <https://www.mined.gob.sv/noticias/avisos/item/1015765-normativa-transitoria-covid19.html>

On September 16, 2020, MINED (*Ministerio de Educación* / Ministry of Education) announced that *PAES* (*Prueba de Aprendizaje y Aptitudes para Egresados de Educación Media* / Aptitude and Learning Test for Students Graduating from Upper-Secondary Education) would be replaced in 2020 with *Avanzo* (I Progress). Unlike *PAES*, *Avanzo* would be qualitative, not punitive. *Avanzo* would assess Math, Social

## Effect of Covid-19 on Salvadoran grading (2)

Studies, Civics, Spanish Language and Literature, and Natural Sciences, with 25 questions per subject, and would be based on the first year of *bachillerato* (upper-secondary), that is, 10<sup>th</sup> grade. Of the 25 questions per subject, 15 would be graded. (<https://www.elsalvador.com/noticias/nacional/avanzo-sustituye-pa-es-estudiantes-prueba-linea-educacion/753997/2020/>)

On December 11, MINED published general results for *Avanzo* which was offered online December 1-4, 2020. Testing was applied to 65,000 upper-secondary students, both public and private. Of these, 78.4% passed *Avanzo* at the intermediate and advanced levels; 21.5% ranked at the basic level. *Avanzo* scores were used to add points to students' overall school averages as follow: Passed at the advanced level, add 1.5; passed at the intermediate level, add 1.0; passed at the basic level, add 0.5. Thus, even the lowest performance on *Avanzo* was viewed positively. (<https://www.laprensagrafica.com/elsalvador/Prueba-Avanzo-un-21.50-de-estudiantes-se-ubico-en-un-nivel-basico-20201211-0036.html>)

Note: The school year follows the calendar year: In basic education, the academic year is comprised of three trimesters: approximately, February-March-April, May-June-July, and August-September-October. In upper-secondary education, the academic year is comprised of four grading periods, approximately mid January through March, April through mid June, mid June through August, and September through mid November.

## Effect of Covid-19 on Peruvian grading

The Covid 19 pandemic has affected school grading practices in Peru in two ways:

First, MINEDU (*Ministerio de Educación* / Ministry of Education) had to determine how to approach student outcomes for calendar and academic year 2020. The dramatic change from classroom to distance / remote education, difficult to implement in any country, has been particularly challenging in Andean countries, like Peru, with large indigenous populations and lack of access to electronic devices and thus the internet. Although Peru launched *Aprendo en Casa* (I Learn at Home - <https://aprendoencasa.pe>), providing instruction by radio, television and even Youtube, students with limited computer availability have had to contend with access by cell phone where service is available.

Second, the pandemic hit during the transition of elementary-secondary grading from the standard 20-point system to two achievement systems described with words, not numbers. Ultimately, 2020 students, whether youths or adults, were promoted to the next year of elementary-secondary education via *promoción guiada* (monitored guided promotion). However, such automatic promotion was not given to students completing their last year of secondary.

A description of new Peruvian grading and the effect of Covid 19 is provided in section 3 of this presentation.

The academic year in Peru follows the calendar year, beginning in March-April.

## Changing landscape of grading practices in certain Latin-American countries

### SECTION 2:

A few countries have adopted three-grade (P+P+F) assessment systems.

The sample from Colombia, 1997-98, establishes that three-grade (P+P+F) systems have existed for decades.

The information from Mexico (CENEVAL), which varies by level tested and assessments assigned, leads us back to the effect of Covid on grading: Will *PRE EXANI-I*, *EXANI-I*, and *ACREDITA-BACH* be required due to the suspension of alphanumeric grades?

In both cases, how do we convert two passing grades to A,B,C?

### 3-grade assessment from Colombia (1)

The information and samples on this and the next two slides were taken from a Colombian transcript as follows: *Informe Descriptivo y Valorativo* (Assessment and Descriptive Report), academic year 1997-1998, *undécimo grado* (11th grade), *nivel: educación básica* (level: basic education), toward *Título de Bachiller con Profundización en el Campo de la Educación y la Formación Pedagógica* (Title of Secondary Graduate with Emphasis on the Field of Education and Teacher Training).

Grading was based on a three-grade system, with *Excelente* (Excellent) and *Bien* (Good) as passing and *Insuficiente* (Insufficient) as failing.

<i>Excelente</i>	<i>Superó ampliamente la mayoría de los logros previstos.</i>	[Student] largely mastered the majority of the anticipated achievements.
<i>Bien</i>	<i>Obtuvo los logros previstos con algunas limitaciones.</i>	[Student] obtained the anticipated achievements with some limitations.
<i>Insuficiente</i>	<i>No alcanzó a superar la mayoría de los logros previstos.</i>	[Student] did not master the majority of the anticipated achievements.

In addition, subjects bore teachers' assessments of progress, aptitude and attitude. We converted *Excelente* (Excellent) as *A* (4.00) and *Insuficiente* (Insufficient) as *F* (0.00). *Bien* (Good) equated to *B* (3.00) or *C* (2.00) as indicated by the teachers' comments. Examples follow on the next slide.

### 3-grade assessment from Colombia (2)

Technology and Informatics, with a grade of *Excelente* (Excellent), was equated to A (4.00):

TECNOLOGÍA E INFORMÁTICA      H/S: 00      FALTAS P/A: 3      VALORACIÓN: EXCELENTE  
DEMUESTRA INTERÉS POR LOS TEMAS DE APRENDIZAJE.  
FELICITACIONES

*She shows interest in instructional topics. Congratulations.*

School Legislation, with a grade of *Bien* (Good), was equated to B (3.00) based on teacher's comments which indicate a higher level of progress, aptitude and attitude:

LEGISLACIÓN ESCOLAR      H/S: 00      FALTAS P/A: 3      VALORACIÓN: BIEN  
REALIZA CORRECTAMENTE TALLERES U OTRAS ACTIVIDADES ASIGNADAS.  
MANIFIESTA AUTENTICIDAD EN SUS PROPUESTAS PEDAGÓGICAS  
DEMUESTRA INTERÉS POR LOS TEMAS DE APRENDIZAJE.

*She correctly carries out workshops / labs or other assigned activities. She shows authenticity in her teaching proposals. She shows interest in instructional topics.*

### 3-grade assessment from Colombia (3)

Development Psychology II, with a grade of *Bien* (Good), was equated to C (2.00) based on teacher's comments which indicate uneven / lower level of progress, aptitude and attitude:

SICOLOGIA EVOLUTIVA II	H/S: 02	VALORACION: BIEN
SE LE RECOMIENDA LEER MAS		
FALTA FRECUENTEMENTE AL COLEGIO		
PRESENTA BUENDS TRABAJOS.		
NO PRESENTA TRABAJOS PUNTUALMENTE		
REALIZA LAS CONSULTAS DE MANERA ADECUADA.		
SE LE DIFICULTA APLICAR LOS CONOCIMIENTOS.		

*We recommend that she read more. She frequently misses school. She turns in good work. She doesn't turn in her work punctually. She carries out research adequately. She has difficulty in applying knowledge.*

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The above example from Colombia, 1997-98, is prescient of Mexico in 2020 due to Covid: In the absence of the usual 10-point grades, how can teacher's general recommendations or observations be interpreted to determine equivalent alphanumeric grades for admissions purposes?

Note: In Colombia, the academic year follows two patterns, depending on the region: February to November and September to June.

### 3-grade assessment from Mexico-CENEVAL (1)

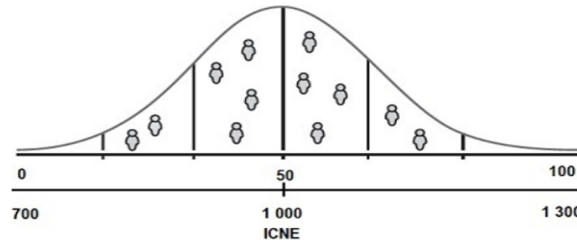
In 1994, the *Asociación Nacional de Universidades e Instituciones de Educación Superior* / ANUIES (National Association of Universities and Institutions of Higher Education) founded the *Centro Nacional de Evaluación para la Educación Superior* / CENEVAL (National Evaluation Center for Higher Education). CENEVAL is a non-profit, charitable, civil association which tests for benchmark credentials at lower-secondary, upper-secondary, undergraduate, professional and graduate levels. Such tests are valid and recognized across Mexico as they come under the auspices of the *Secretaría de Educación Pública* / SEP (Secretariat of Public Education) via agreements 286, 328 and 357. These SEP-conferred degrees at the tertiary level lead to a *cédula* (degree registration card) which serves to prove professional licensing in Mexico.

CENEVAL offers examinations called *EXANI* (*Exámenes Nacionales de Ingreso* / National Entrance Tests). *PRE EXANI-I* tests 9<sup>th</sup>-grade students to determine their readiness to take *EXANI-I* testing. *EXANI-I* assesses 9<sup>th</sup>-grade students to determine their readiness to enter *nivel medio superior* (upper-secondary level), i.e., 10<sup>th</sup> grade. *EXANI-II* assesses readiness for *nivel superior* (higher level / undergraduate) admissions. *EXANI-III* assesses readiness for *posgrado* (graduate level) admissions. *ACREDITA-BACH* is offered for those who have not taken or completed *bachillerato* (upper-secondary education). CENEVAL also offers dozens of licentiate-qualifying examinations called *EGEL*, *Exámenes Generales para El Egreso de Licenciatura* (General Examinations for Completion of Licentiate) in many disciplines.

Information on EXANI, ACREDITA-BACH, EGEL and many other CENEVAL examinations can be found at <http://www.ceneval.edu.mx/examenes>.

### 3-grade assessment from Mexico-CENEVAL (2)


CENEVAL test results are called *Índice CENEVAL* (ICNE) and vary depending on the type of examination. In regards to school grading practices, three CENEVAL tests are relevant: *PRE EXANI-I* and *EXANI-I* test to determine student readiness for admission to upper-secondary education; *EXANI-II* tests to determine readiness for undergraduate education. *PRE EXANI-I*, *EXANI-I* and *EXANI-II* are assessed with 700 as the lowest grade, 1300 as the highest, and 1000 as the anticipated average grade:



At this level, CENEVAL does not determine passing or failing; instead, it reports scores to target schools which set their minimum admission score. Thus, students obtain their scores from target schools, not CENEVAL. Of concern to admissions officers outside of Mexico is how to equate *PRE EXANI-I* and *EXANI-I* results for admission to the tenth grade and how to equate *EXANI-II* results for admission to undergraduate education.

The following slide shows the three-grade (P+P+F) breakdown in the CENEVAL exam for the Licenciatura in Social Work: *Aún no Satisfactorio* (ANS) / 700-999 = Still not satisfactory; *Satisfactorio* (DS) / 1000-1149 = Satisfactory; *Sobresaliente* (DSS) / 1150-1300 = Outstanding.

### 3-grade assessment from Mexico-CENEVAL (3)

 <p>CENTRO NACIONAL DE EVALUACIÓN PARA LA EDUCACIÓN SUPERIOR, A.C. CENEVAL®</p>	<p><i>Ceneval, una institución esencialmente humana</i></p>	<p>Examen General para el Egreso de la Licenciatura en Trabajo Social EGEL-TSOC</p>
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#### REPORTE INDIVIDUAL DE RESULTADOS

Fecha de aplicación: 1 DE DICIEMBRE DE 2017  
 Institución de Educación Superior (IES): UNIVERSIDAD AUTÓNOMA DE TAMAULIPAS -- CAMPUS VICTORIA  
 Clave de identificación de la IES: 125212

Dictamen general en el examen
<b>Satisfactorio</b>

Criterios para el otorgamiento del testimonio de desempeño en el examen	
Testimonio de Desempeño Satisfactorio (TDS)	Al menos tres áreas con DS o DSS
Testimonio de Desempeño Sobresaliente (TDSS)	De las cinco áreas, al menos dos con DSS y las restantes con DS


Desempeño en cada área del examen				
Asistencia social	Promoción social	Salud	Jurídica	Educativa
DS	DS	ANS	DS	DS
1068	1025	984	1015	1010

Criterios para determinar los niveles de desempeño por área	
Aún no satisfactorio (ANS)	700-999
Satisfactorio (DS)	1000-1149
Sobresaliente (DSS)	1150-1300

**ANS: Not yet  
satisfactory**  
**DS: Satisfactory**  
**DSS: Outstanding**

**NOTE: Overleaf of this report explains performance levels for each subject.**

### 3-grade assessment from Mexico-CENEVAL (4)



2018

El Centro Nacional de Evaluación  
para la Educación Superior, A.C.  
otorga a

el presente


**Testimonio de Desempeño Satisfactorio**

obtenido en el Examen General  
para el Egreso de la Licenciatura en

**Trabajo Social**

conforme a los requerimientos  
establecidos por el Consejo Técnico

Ciudad de México,  
16 de enero de 2018



Dr. en G. Rafael López Castañeros  
Director General

El presente documento quedó registrado en los archivos del  
Ceneval, el día 16 de enero de 2018, con los siguientes datos:

Folio del sustentante: 62

Registro: 15

Cadena de Verificación:

### 3-grade assessment from Mexico-CENEVAL (5)

FECHA DE EVALUACIÓN: 2009-07-12

FOLIO DEL SUSTENTANTE:

#### EXAMEN PARA LA ACREDITACIÓN DE CONOCIMIENTOS Y HABILIDADES EQUIVALENTES A LA LICENCIATURA EN EDUCACIÓN PREESCOLAR

Reporte de resultados de:

El dictamen del resultado en el examen se constituye combinando los puntajes obtenidos en las áreas Básica y Teórico-Práctica del examen, de acuerdo con la siguiente tabla:

	% DE ACIERTOS POR ÁREA DEL EXAMEN		% DE ACIERTOS
	Suficiente	Sobresaliente	
ÁREA BÁSICA	45 - 68	69 - 100	59
ÁREA TEÓRICO-PRÁCTICA	55 - 66	67 - 100	66
DICTAMEN			Acreditado

Descripción del resultado del examen por área y subáreas:

SUBÁREA	% ACIERTOS	SUBÁREA	% ACIERTOS
PROPÓSITOS Y CONTENIDOS DE LA EDUCACIÓN PREESCOLAR	64	HABILIDADES INTELECTUALES	50
COMPETENCIAS DIDÁCTICAS	55	PROPÓSITOS Y CONTENIDOS DE LA EDUCACIÓN PREESCOLAR	91
IDENTIDAD PROFESIONAL	58	COMPETENCIAS DIDÁCTICAS	62
		PERCEPCIÓN Y RESPUESTA AL ENTORNO DE LA ESCUELA	71

En caso de haber obtenido el dictamen de **ACREDITADO**, el sustentante puede iniciar el trámite para obtener su Título Profesional según los términos de la convocatoria, en las fechas y domicilios que en ella se señalan, a través de las Oficinas de Servicios Federales de Apoyo a la Educación en su Entidad de residencia, si es en el Distrito Federal debe acudir a la Dirección General de Acreditación, Incorporación y Revalidación de la SEP.

These 2009 CENEVAL results were based on percentages, with *Sobresaliente* (Outstanding) and *Suficiente* (Sufficient) as passing. The percentages are:

(1) *Área Básica* (Basic Area): Outstanding = 69-100% and Sufficient = 45-68%. For the Basic Area, SDR used the following conversions to U.S. grades: 85-100% = A (4.00); 69-84% = B (3.00); 45-68% = C (2.00); and 0-44% = F (0.00).

(2) *Área Teórico-Práctica* (Theoretical-Practical Area): Outstanding = 67-100 % and Sufficient = 55-66 %. For the Theoretical-Practical Area, SDR used the following conversions to U.S. grades : 85-100% = A (4.00); 67-84% = B (3.00); 55-66% = C (2.00); and 0-54% = F (0.00).

**SDR** | EVALUATIONS  
TRANSLATIONS

### 3-grade assessment from Mexico-CENEVAL (7) ... but this time, with 4 grades:

**SISTEMA EDUCATIVO NACIONAL**  
SISTEMA NACIONAL DE ACREDITACIÓN Y CERTIFICACIÓN

LA SECRETARÍA DE EDUCACIÓN PÚBLICA, A TRAVÉS DE LA DIRECCIÓN GENERAL DEL BACHILLERATO, CON CLAVE DE CENTRO DE TRABAJO 09DEK0001F

CERTIFICA QUE

CON CLAVE ÚNICA DE REGISTRO DE POBLACIÓN (CURP) \_\_\_\_\_  
ACREDITÓ EL CICLO DE BACHILLERATO GENERAL EN VIRTUD DE QUE APROBÓ LOS EXÁMENES DE CONOCIMIENTOS CORRESPONDIENTES, CON BASE EN EL ACUERDO NÚMERO 286 DEL C. SECRETARIO DE EDUCACIÓN PÚBLICA, EN EL PERIODO DEL  
- 2 DE SEPTIEMBRE DE 2007

RESULTADO DE LA EVALUACIÓN

7.5 SUFICIENTE

EL PRESENTE DOCUMENTO SE EXPIDE EN MEXICO, D. F.

A LOS VEINTISEIS DÍAS DEL MES DE OCTUBRE DE DOS MIL SIETE

FOLIO C 11

PASLO GONZALEZ SOLIZ  
JEFE DEL DEPARTAMENTO DE CONTROL ESCOLAR

ESTE DOCUMENTO ES VÁLIDO EN LOS ESTADOS UNIDOS MEXICANOS Y NO REQUIERE TRÁMITE ADICIONALES DE VALIDACIÓN

#### EQUIVALENCIA DE CALIFICACIONES

SÍMBOLO	INTERPRETACIÓN
9.5	SOBRESALIENTE
8.5	SUPERIOR
7.5	SUFICIENTE

Unlike previous CENEVAL grading based on P+P+F, on this 2007 CENEVAL test for upper-secondary education, now called ACREDITA-BACH, the grading had three passing grades (P+P+P+F) as above.

## Changing landscape of grading practices in certain Latin-American countries

### SECTION 3:

Some Latin-American countries have adopted "gentler" grading to avoid negative student-parent reaction. Andean examples are Bolivia, Colombia, Ecuador and Peru. Failing grades are replaced with such descriptors as *en desarrollo* (in development), *logro inicial* (initial achievement), *desempeño bajo* (low performance) and *no alcanza los aprendizajes requeridos* (does not achieve the required learning).

However, Covid has complicated the conversion from 20 points to 4 points in Peru.

## “Gentler” grading in Bolivia

*Ley No. 070 - Ley de la Educación “Avelino Siñani - Elizardo Pérez”* (Education Law No. 070 named in honor of Avelino Siñani and Elizardo Pérez who promoted indigenous education in Bolivia) of December 20, 2010, emphasized the right of all Bolivians to receive non-discriminatory education at all levels. In 2013, based on Law 070, Bolivia began to implement a new approach to grading, using 100 points, instead of the previous 70, and covering four *valoraciones cualitativas* (qualitative assessments). All grades would be annotated with a black ball-point pen; failing grades would no longer be identified in red *para evitar trauma* (to avoid trauma); and the words *reprobado / aplazado* (failed) would be replaced with *en desarrollo* (in development). The qualitative assessments are:

*Desarrollo Pleno* – DP (Full Development) / 85-100

*Desarrollo Óptimo* – DO (Optimal Development) / 69-84

*Desarrollo Aceptable* – DA (Acceptable Development) / 51-68

*En Desarrollo* – ED (In Development) / 0-50

(Source: [https://siteal.iiep.unesco.org/sites/default/files/sit\\_accion\\_files/siteal\\_bolivia\\_0258.pdf](https://siteal.iiep.unesco.org/sites/default/files/sit_accion_files/siteal_bolivia_0258.pdf))

Recently, again based on Law 070, Bolivia began to phase in the *autoevaluación* (self-evaluation) and *evaluación comunitaria* (community evaluation) to which teachers must refer in their quantitative and qualitative student assessments. Bolivian teachers have found the process to be complicated and difficult.

(Source: <https://www.opinion.com.bo/articulo/cochabamba/evaluacion-es-subjetiva-calificar-personalidad-etica-alumno/20130730012800444006.html>)

Note: In Bolivia the academic year runs February to November.

## Qualitative and quantitative grading in Ecuador (1)

*Ley Orgánica de Educación Intercultural / LOEI* (Charter Law for Intercultural Education), created in 2011, led to a combined qualitative and quantitative grading scale based on Articles 193 and 194. Within a few years, educational institutions began to implement a grading scale combining the *escala cualitativa* (qualitative scale, based on word assessments) and *escala cuantitativa* (quantitative scale, based on ten points); for example, the *Régimen Sierra* [Sierra (Mountain Range) Region] began in 2012-2013; and the *Régimen Costa* (Coastal Region) began in 2013-2014. The qualitative and quantitative scale, used at the elementary through upper-secondary levels, is:

Escala cualitativa	Escala cuantitativa
Domina los aprendizajes requeridos.	9,00-10,00
Alcanza los aprendizajes requeridos.	7,00-8,99
Está próximo a alcanzar los aprendizajes requeridos.	4,01-6,99
No alcanza los aprendizajes requeridos.	≤ 4

**Fuente:** Decreto Ejecutivo N° 366, publicado en el Registro Oficial N°286 de 10 de julio de 2014

Qualitative Scale	Quantitative Scale
Masters the required learning.	9.00-10.00
Achieves the required learning.	7.00-8.99
Is close to achieving the required learning.	4.01-6.99
Does not achieve the required learning.	≤ 4

## Qualitative and quantitative grading in Ecuador (2)

Variants include:

Domina los aprendizajes requeridos	9-10	DAR
Alcanza los aprendizajes requeridos	7 a 8	AAR
Está próximo a alcanzar los aprendizajes requeridos	5 a 6	PAAR
No alcanza los aprendizajes requeridos	4	NAAR

A= muy satisfactorio	Lidera el cumplimiento de los compromisos establecidos para la sana convivencia social.
B= Satisfactorio	Cumple con los compromisos establecidos para la sana convivencia social.
C= poco satisfactorio	Falla ocasionalmente en el cumplimiento de los compromisos establecidos para la sana convivencia social.
D= mejorable	Falla reiteradamente en el cumplimiento de los compromisos establecidos para la sana convivencia social.
E= insatisfactorio	No cumple con los compromisos establecidos para la sana convivencia social.

Masters the required learning	9-10	DAR	A = Very satisfactory	Leads in fulfilling established commitments for healthy social coexistence.
Achieves the required learning	7 to 8	AAR	B = Satisfactory	Complies with established commitments for healthy social coexistence.
Is close to achieving the required learning	5 to 6	PAAR	C = Less than satisfactory	Occasionally fails in fulfilling established commitments for healthy social coexistence.
Does not achieve the required learning	4	NAAR	D = Improvable	Repeatedly fails in fulfilling established commitments for healthy social coexistence.
			E = Unsatisfactory	Does not fulfill established commitments for healthy social coexistence.

## Qualitative and quantitative grading in Ecuador (3)

Sample transcript with both qualitative and quantitative grading:

ASIGNATURA	NOTA DE LOS PORCENTAJES DE LOS PROMEDIOS PARCIALES	NOTA DEL PORCENTAJE DE LA CALIFICACIÓN DEL EXAMEN QUIMESTRAL	NOTA DEL QUIMESTRE	
			CUALITATIVA	CUANTITATIVA
FÍSICO-QUÍMICA	6,27	1,00	AAR	7,27
BIOLOGÍA	6,43	1,28	AAR	7,71
HISTORIA	6,53	1,40	AAR	7,93
LENGUA Y LITERATURA	6,20	0,89	AAR	7,09
MATEMÁTICA	7,01	1,80	AAR	8,81
INGLÉS	6,31	1,28	AAR	7,59
EMPRENDIMIENTO Y GESTIÓN	7,25	1,40	AAR	8,65
EDUCACIÓN PARA LA CIUDADANÍA	6,53	1,50	AAR	8,03
EDUCACIÓN FÍSICA	7,25	1,60	AAR	8,85
EDUCACIÓN ARTÍSTICA	7,71	2,00	DAR	9,71
TEATRO	7,63	1,60	DAR	9,23
PROMEDIO QUIMESTRAL:			AAR	8,26

Note: In Ecuador, the academic year follows two 10-month patterns, depending on the region: Sierra and Amazonía Regions run September to July; Costa and Galápagos Regions run May to March.

## Qualitative and quantitative grading in Colombia (1)

*Decreto Número 1290* (Decree Number 1290), emanating from the *Ministerio de Educación Nacional* (Ministry of National Education) on April 16, 2009, focuses on the evaluation of student learning. Article 5 of this decree covers the *Escala de Valoración Nacional* (National Assessment Scale) and states that each educational establishment shall define and adopt its assessment scale for student performance in its evaluation system. To facilitate the mobility of students among educational establishments, each scale must express its equivalence in terms of the national assessment scale:

- *Desempeño Superior* (Highest Performance)
- *Desempeño Alto* (High Performance)
- *Desempeño Básico* (Basic Performance)
- *Desempeño Bajo* (Low Performance)

(Source: [https://www.mineducacion.gov.co/1621/articles-187765\\_archivo\\_pdf\\_decreto\\_1290.pdf](https://www.mineducacion.gov.co/1621/articles-187765_archivo_pdf_decreto_1290.pdf))

Note: In Colombia, the academic year follows two patterns. Calendar A runs February to November; calendar B runs September to June. All public schools now follow calendar A. Private schools may follow either calendar as long as their academic years run forty weeks.

## Qualitative and quantitative grading in Colombia (2)

A July, 2021 transcript from a private school in Medellín has the following *tabla de equivalencias* (equivalency chart), with the qualitative assessments equated to a 5.00 grading scale and with 3.50 as the minimum passing grade:

Calificación (Grade)	Abreviatura (Abbreviation)	Escala (Scale)
<b>SUPERIOR (Highest)</b>	<b>DS</b>	<b>4.50 – 5.00</b>
<b>ALTO (High)</b>	<b>DA</b>	<b>4.00 – 4.49</b>
<b>BÁSICO (Basic)</b>	<b>DB</b>	<b>3.50 – 3.99</b>
<b>BAJO (Low)</b>	<b>DBJ</b>	<b>0.00 – 3.49</b>

## Qualitative and quantitative grading in Colombia (3)

Sample transcript with both qualitative and quantitative grading:

CERTIFICADO DE DESEMPEÑO											
GRADO:	11	SECCIÓN:	A	JORNADA:	ÚNICA	NIVEL:	Media Académica	PERIODO:	2		
APELLIDOS Y NOMBRES:						CÓDIGO:		ANO LECTIVO:	2021		
ÁREA / ASIGNATURA		I.H	P1	P2		DESEMPEÑO	ACUMULADO PARCIAL		FALTAS		
			25.00%	25.00%		PERIODO 2	PROM	DESEMPEÑO	NM	NJ2	AC
FILOSOFIA		2	3.64	4.01		ALTO	3.83	BASICO	2.85		
. Reconozco que existe un uso adecuado del lenguaje oral y escrito para promover la interacción social. . Nombro creencias y opiniones del sentido común para someterlas al examen filosófico. . Identifico problemas filosóficos a partir de los datos hallados en la experiencia. . Reproduzco distintas interpretaciones de textos filosóficos conocidos y de otras expresiones socioculturales.											
HUMANIDADES		7	4.26	4.51		SUPERIOR	4.39	ALTO	1.73	3	4
HUMANIDADES: Lengua Castellana		4	4.13	4.47		ALTO	4.30	ALTO	1.90	2	3
. Relaciono diferentes discursos orales, escritos y extralingüísticos, aplicando estrategias descriptivas, explicativas y analógicas en su interpretación y producción en contextos reales. . Produzco textos orales, escritos que dan cuenta de las manifestaciones culturales, sociales e ideológicas que surgen en la sociedad. . Asumo un punto de vista frente a los medios de comunicación para evidenciar en ellos la presencia de contextos sociales, culturales y políticos, entre otros, que influyen en la vida.											
-HUMANIDADES: Id. extranjero Inglés		3	4.51	4.58		SUPERIOR	4.55	SUPERIOR	1.41	1	1
. Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. . Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas. . Escribo textos expositivos sobre temas de mi interés. . Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. . Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo.											

*Acumulado parcial* = partial cumulative average for first two of four grading periods.

*Prom (promedio)* = average

*Desempeño* = performance

## “Gentler” grading in Peru... and then confusion due to Covid... (1)

Like its Andean neighbors, in 2005, Peru began considering a new approach to grading to change the mind-set of both parents and teachers; evaluation would be by acquisition of skills. In 2016, the *Ministerio de Educación* / MINEDU (Ministry of Education) announced new grading for early-childhood, elementary and secondary education. Twenty-point grading would be phased out; red ink would no longer be used to indicate failing grades. The following grading was thus implemented in early childhood and elementary schools:

**LMS** *Logro Muy Satisfactorio* (Very Satisfactory Achievement)

**LS** *Logro Satisfactorio* (Satisfactory Achievement)

**LB** *Logro Básico* (Basic Achievement)

**LI** *Logro Inicial* (Initial Achievement)

In January, 2019, MINEDU announced that a new but different grading scale would be implemented at all secondary grades beginning with the academic year of March to December, 2019. Under the new *Currículo Nacional de Educación Básica* (National Curriculum for Basic Education), grading would be based on the following descriptors (translations are not intended to be literal):

**AD Logro Destacado** *es cuando el estudiante evidencia un nivel superior a lo esperado respecto a la competencia. Esto quiere decir que demuestra aprendizajes que van más allá del nivel esperado.*

(**Outstanding Achievement** occurs when the student shows a higher than expected level with respect to the skill; i.e., learning which exceeds the expected level.)

## “Gentler” grading in Peru... and then confusion due to Covid... (2)

**A Logro Esperado** es cuando el estudiante evidencia el nivel esperado respecto a la competencia, demostrando manejo satisfactorio en todas las tareas propuestas y en el tiempo programado.

(**Expected Achievement** occurs when the student shows the expected level with respect to the skill, demonstrating satisfactory handling of all proposed tasks in the allotted time.)

**B En Proceso** es cuando el estudiante está próximo o cerca al nivel esperado respecto a la competencia, para lo cual requiere acompañamiento durante un tiempo razonable para lograrlo.

(**In Process** occurs when the student is near or close to the expected level with respect to the skill, for which he requires monitoring for a reasonable time to achieve it.)

**C En Inicio** es cuando el estudiante muestra un progreso mínimo en una competencia de acuerdo al nivel esperado. Evidencia con frecuencia dificultades en el desarrollo de las tareas, por lo que necesita mayor tiempo de acompañamiento e intervención del docente.

(**At The Initial Level** occurs when the student shows minimum progress in achieving a skill at the expected level. He frequently has difficulty in developing tasks, so he needs more time for teacher monitoring and intervention.)

### “Gentler” grading in Peru... and then confusion due to Covid... (3)

Upon the ensuing uproar by educators and parents, MINEDU decided to take a more measured approach. Thus, in February, 2019, MINEDU announced that new grading would be phased in, starting with the 7th grade in 2019. Initially, the first year of secondary would use the same scale as early-childhood and elementary education (LMS, LS, LB and LI); second through fifth year of secondary would continue with the 20-point scale.

In February, 2020, MINEDU proposed using a uniform grading scale in public and private schools: Students in all forms of *Educación Básica* (early-childhood, elementary and secondary education) would use the same scale (AD, A, D and C).



Because of the Coronavirus pandemic, in October, 2020, MINEDU, via *Resolución Viceministerial No.193-2020* (Vice Ministry Resolution No. 193-2020), declared that all students studying remotely would pass their respective grade via *promoción guiada* (monitored guided promotion).

The exception would be students in *5° de secundaria* (5th year of secondary and final year of school education for youths) who could fail and then take remedial instruction or take further testing. The resolution reads: For students up to the 2<sup>nd</sup> year of regular secondary school (i.e., 8<sup>th</sup> grade) and their equivalent in *Educación Básica de Adultos* (Adult Basic Education), only the skills on which they have worked will be graded.

## “Gentler” grading in Peru... and then confusion due to Covid... (4)

The first three *logros* (achievements) – *AD* (*Logro Destacado* / Outstanding Achievement), *A* (*Logro Esperado* / Expected Achievement) and *B* (*En Proceso* / In Progress) will be recorded; however, *C* (*En Inicio* / At the Initial Level) will not be recorded. The space for grades for subjects where the student’s level equates to *C* (*En Inicio*) will be blank; the student will complete ungraded subjects after the learning consolidation period in July, 2021.

Students in the 3rd and 4th years of secondary (i.e., 9<sup>th</sup> and 10<sup>th</sup> grades) will be graded on the 20-point scale; no grade lower than 11 will be recorded.

Students in 5th year of secondary (i.e., 11<sup>th</sup> year of regular education) and in the 4<sup>th</sup> year of the advanced cycle of *EBA* (*Educación Básica de Adultos* / Adult Basic Education) will be the exception. They will not be afforded *promoción guiada* (monitored guided promotion) and will be graded according to the 20-point scale; thus, youth and adult students in their final year of elementary-secondary education will be graded as pre-pandemic and can indeed fail.

Sources: <https://img.lpderecho.pe/wp-content/uploads/2020/10/RVM-193-2020-MINEDU-LP.pdf>,  
<https://www.andina.pe/agencia/noticia-minedu-inicia-consulta-publica-sobre-sistema-calificacion-escolar-784177.aspx>  
<https://elcomercio.pe/peru/destacan-rectificacion-minedu-calificaciones-noticia-606743-noticia/>

Note: In Peru the academic year runs March to December.

**“Gentler” grading in Peru... and then confusion due to Covid... (5):  
Recent *Ministerio de Educación* / MINEDU changes to transcript format**

Peru, 2016, issued **May, 2020**: *Certificado Oficial de Estudios* (Official Transcript)

**GRATUITO**  
MINISTERIO DE EDUCACIÓN  
**CERTIFICADO OFICIAL DE ESTUDIOS**  
EDUCACIÓN BÁSICA REGULAR  
NIVEL DE EDUCACIÓN SECUNDARIA

MINISTERIO DE EDUCACIÓN

DIRECCIÓN REGIONAL DE EDUCACIÓN : Lambayeque UGEL: Chiclayo

El (la) Director (a) de la Institución Educativa : Alcazar

con Código Modular N° 1158682 de Lambayeque

Chiclayo Pimentel La Grana  
(PROVINCIA) (DISTRITO) (LUGAR)

Que suscribe

**“Gentler” grading in Peru... and then confusion due to Covid... (6):  
Recent *Ministerio de Educación* / MINEDU changes to transcript format**

Peru, 2019, issued **November, 2020**: *Certificado Oficial de Estudios* (Official Transcript)



## “Gentler” grading in Peru... and then confusion due to Covid... (7): Recent *Ministerio de Educación* / MINEDU changes to transcript format

Peru, 2019, issued **January, 2021**: *Certificado Oficial de Estudios* (Official Transcript), the traditional name, has been replaced with *Constancia de Logros de Aprendizaje* (Attestation of Learning Achievements) in accordance with change from 20-point grades to *logros* (achievements).



MINISTERIO DE EDUCACIÓN  
**CONSTANCIA DE LOGROS DE APRENDIZAJE**  
EDUCACIÓN BÁSICA REGULAR  
NIVEL DE EDUCACIÓN SECUNDARIA

CÓDIGO VIRTUAL

B6D3



Hace constar que, de acuerdo con la información registrada en el Sistema de Información de Apoyo a la Gestión de la Institución Educativa (Siagie), el/la

## Bio: Barbara B. Glave

Barbara B. Glave began participating in international education when she transferred in 1965 to the *Universidad de las Américas*, then in Mexico City, from which she graduated in 1967 with a B.A. in Spanish, with minors in French and Linguistics. At LSU, she earned an M.A. in Spanish and Romance Philology in 1969, plus 27 additional credits in the same fields. From 1972 to 1981, she taught Spanish and Freshman English to Foreign Students at the University of Houston – Downtown. In 1982, she passed the Spanish-to-English certification exam of the American Translators Association. In 1980, she co-founded SpanTran Educational Services in Houston; she remained until 2012. In 2014, she joined SDR Educational Consultants Inc. as a part-time evaluator, researcher and translator.

Barbara is a longtime member of ATA and NAFSA: Association of International Educators. She currently serves on both the Membership and Scholarship and Publications Committees of AICE, the Association of International Credential Evaluators. She presents frequently on Latin-American education at monthly credential forums of AICE. She is a charter member of TAICEP, The Association for International Credential Evaluation Professionals.

Barbara has authored/co-authored ten country profiles for the NAFSA *Online Guide to Educational Systems Around the World*: Albania, Argentina, Dominican Republic, El Salvador, Equatorial Guinea, Mexico, Paraguay, Peru, Puerto Rico and Sudan as well as an overview of Mexican education for NAFSA *IEM Spotlight*, posted April, 2014. In addition to the accomplishments detailed above, she has some 100 activities as a committee member, consultant, panelist, moderator, session presenter, forum participant, and workshop leader in comparative international education. She is the recipient of the 2015 NAFSA Region III Outstanding Service award.

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