

## Assessment Policy ESK

Doc. Assessment Policy in the European Schools Ref.: 2011-01-D-61-en-3:

### **I. Philosophy**

*Assessment is an integral part of planning, teaching and learning. The learning objectives are the basis for assessment. They include pupils' competences - knowledge, skills and attitudes.*

#### **Aims of assessment:**

- to inform about individual pupils' strengths and weaknesses
- to inform about pupils' development and ability to meet the objectives set
- to engage pupils to improve the quality of their achievements
- to engage pupils in their own learning process and to enable them to improve their learning strategies
- to motivate and guide pupils towards further learning
- to improve the quality of teaching by modification of teaching strategies in relation to achieved results
- to provide a record of each pupil's achievements; especially for making decisions about promotion to the next class
- to provide a record of each pupil's achievements for parents

#### **Types of assessment:**

- formative assessment (including diagnostic assessment and self-assessment)
- summative assessment

#### **The principles of good assessment:**

##### **Fairness**

Equal opportunities for appropriate teaching and learning approaches, access to resources should be given. Assessment should remain unbiased by ethnicity, culture, gender, age.

##### **Validity**

Assessment procedures, methods, instruments and material have to match to what is assessed.

##### **Reliability**

Same judgments should be made in the same or similar context each time a particular assessment is administrated

##### **Transparency**

Clear terms should be communicated to pupils

## II. Assessment of pupils and school reports

### Nursery (Doc. 2011-01-D-15-en-3)

To create their own successful evaluation and assessment schools are expected to use the following:

#### Entry developmental profile

The entry developmental profile is completed by parents together with their child when they arrive in the European school. It gives the teacher information to anticipate the process of children's learning and serves as a first guide for the monitoring of the children.

#### Portfolio

A portfolio is a wide collection of selected work of children, records of self-assessment and teacher's assessment over a period of time, gathered to demonstrate and evaluate progress and achievements in learning. It is used in meetings with parents to demonstrate and evaluate their children's development relating to the learning objectives.

2011-01-D-15-en-3 39/41 Early Education Curriculum3.

#### Record of children's development

This record reflects the progress children have made. The record of children's development is shared with parents twice a year. To help prepare for these meetings teachers use the portfolio and an observation sheet as a guide..

#### Meetings

A powerful way of sharing information about children's development is through meetings with parents. The teacher, parents and, if possible, the child meet twice a year. These meetings will be well prepared and based on the record of the children's development and on the portfolio.

Transition to the primary cycle is prepared in cooperation between Early Education teachers and primary teachers. This may involve formal and informal meetings, visits and shared activities. The holistic approach in Early Education is taken into account in transition which covers a period before and after moving to primary.

**Primary School:** (doc General Rules for ES.2011-04-D-11-en-1)

The formative assessment at primary school level is based on both cross-curricular competences and subject-specific competences. A good cooperation between School and Parents is important. Already at the beginning of the school year, the class teacher and the L2 teacher will explain the year program, the method of assessment, the skills to be developed during the year and the teaching strategies to be used to ensure the acquisition of the end-of-the-year goals. On the request of the parents, they can have a discussion with the teacher during the weekly consultation hour. Email addresses of all the teachers will be mentioned in the School guide, in order to facilitate direct contacts. There will be an official discussion with the parents on the development of the competences of their child in November. A written school report – the European Schools model will be used – will be sent by February. In the school report it will be indicated if a skill is not acquired, partially acquired, applied proficiently or applied proficiently and independently transferred into new situations. A warning letter is sent to the parents in April, if there is any risk of their child having to repeat the year. At the end of the school year the Class Council will decide whether a pupil may move up to the year above or is required to repeat the year. The decision will be based on the basis of the pupil's profile - the standard of the attainment of the relevant competences - as described in the June school report. The final page of the June report will summarize all the information of the whole school year, indicating the following grades: insufficiently, partially, sufficiently or excellently acquired for the four main subjects (mother tongue, mathematics, language 2, discovery of the world). On this page details will be given of the date of the November meeting with the parents, of absences and the support the pupil received. On the same page will be indicated the decision of the class council as to whether the pupil should be promoted or should repeat the year.

The June school report will be sent to the parents after the Class Councils.

**Secondary School:** (Ref.: 2011-04-D-11-en-1 Orig. FR General Rules of the European Schools [http://www.eursec.eu/fichiers/contenu\\_fichiers1/278/2011-04-D-11-en-1.pdf](http://www.eursec.eu/fichiers/contenu_fichiers1/278/2011-04-D-11-en-1.pdf) )

For years 1-6

a) The school is using the following information system:

- ✓ November: November report, containing comments plus numerical assessments, if considered appropriate.
- ✓ January: First semester report containing numerical assessments and comments, with the Class Council's opinion, where appropriate.
- ✓ March/April: Report containing comments and numerical assessments, where appropriate, and indication of possible risk of failing the year.\*
- ✓ July: end-of-year report, containing numerical assessments and comments, with the Class Council's decision on promotion and Class Council's opinion, where appropriate

\*In March/April in case a pupil is at risk of failing the year a warning letter is addressed, by registered post, to pupils' legal representatives. When they receive a warning letter about the risk of failing, pupils' legal representatives are required to provide voluntarily and immediately any information in their possession liable to have an influence on the forthcoming Class Council's deliberations.

The fact that such a letter is not received is not in itself a guarantee of promotion to the year above, nor a procedural irregularity within the framework of the deliberations concerning promotion to a higher class.

For year 7, without prejudice to the Arrangements for implementing the Regulations for the European Baccalaureate, the school is using the following information system.

- ✓ November: November report containing comments plus numerical assessments, if considered appropriate and information concerning attendance.
- ✓ End of February: semester report containing numerical assessments and comments, where appropriate
- ✓ In May before the beginning of the European Baccalaureate written examinations, communication of the preliminary mark.

### Marking and reporting

For assessment purposes teachers use a marking scale from 0 to 10.

In **years 1-3**, the semester mark and the final mark reflect all the observations and results available to the teacher of the subject concerned. It is expressed in whole marks.

In **years 4-7**, the semester mark and the final mark comprise two components A and B both expressed in whole and half marks except for year 7 where they are expressed in whole marks accurate to one decimal point.

- the A mark is the reflection of **all the observations and of the pupil's overall performance, both written and oral**, not taking into account the B mark for the subject in question.

-the B Mark

In **year 4** the B mark for the first and second semester corresponds to the arithmetic average mark obtained in two written examinations (B tests) organised for each semester lasting one teaching period.

In **year 5** the B mark for the first and second semester corresponds to the mark obtained respectively in the 1<sup>st</sup> or 2<sup>nd</sup> semester harmonised examination

#### In year 6

For subjects in which a written examination may be taken in the Baccalaureate (Language 1, Language 2, Advanced Language 1, Advanced Language 2, Mathematics 3 or 5 periods, and all 4 period options) the B mark for each semester corresponds to the mark which has been obtained in part examinations at the end of each semester: Final mark is the arithmetic average of the two semester B marks.

For Biology and Philosophy 2 periods, advanced mathematics, Geography and History 2 periods the B mark for the first and second semester corresponds to the arithmetic average of the marks obtained in two written exams lasting one teaching period (B tests) for each semester.

For and additional - complementary 2 periods courses courses B mark for each semester corresponds to the mark of one written exam which is organised towards the end of each semester. Final B mark is the arithmetic average of two semester B marks.

### **In year 7**

For subjects in which a written examination may be taken in the Baccalaureate (Language 1, Language 2, Advanced Language 1, Advanced Language 2, Mathematics 3 or 5 periods, and all 4 period options) the B mark corresponds to the mark obtained in harmonised part examinations for the first semester.

For Biology, Geography and History 2 periods the B mark for the first and second semester corresponds to the arithmetic average of the marks obtained in two written exams lasting one teaching period (B tests) for each semester.

For philosophy 2 periods, advanced mathematics and additional - complementary 2 periods courses the B mark corresponds to the mark obtained in one written exam which is organised towards the end of each semester. Final B mark is the arithmetic average of two semester B marks. For physical education the B mark shows the result of a purely practical test held at the end of each unit of instruction.

*Arrangements for implementing the Regulations for the European Baccalaureate  
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*Arrangements for implementing the Regulations for the European Baccalaureate  
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Orig.: FR [http://www.eursec.eu/fichiers/contenu\\_fichiers1/1837/2012-10-D-18-en-2.pdf](http://www.eursec.eu/fichiers/contenu_fichiers1/1837/2012-10-D-18-en-2.pdf) )*