

GUIDELINES OF ASSESSMENT OF TALLINN EUROPEAN SCHOOL

1. Introduction

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition or education needs of students.

Assessment is therefore an integral part of the teaching and learning process and is determined both by the professional background of each pedagogue, and by the policy and guidelines followed by the educational provider.

Assessment can be formative or summative, analytical or holistic.

Assessment is **formative** when either formal or informal procedures are used to gather evidence of learning during the learning process and are used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning.

Assessment is **summative** when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether, and to what degree, the students have demonstrated understanding of that learning.

In **analytical** assessment, each criterion is evaluated specifically and separately, whereas in **holistic** assessment, all criteria are evaluated globally and simultaneously.

Tallinn European School adopts the following assessment policy, based on the European Schools regulations (Ref: General rules of the European Schools n° 2014-03-D-14-en-5 Orig. FR.) and their new marking scales (Ref.: TES Marking Scales). This document will give an outline of the assessment policies Tallinn European School is using in accordance to the European assessment policy. It outlines the grading, reporting and promotion along with a schedule when certain aspects of this policy will occur.

2. Frequency of Assessment

Oral feedback is given in every lesson, whereas written assessment should be expected with the following frequency from subject teachers:

| Subject lessons per week | Minimum elements of formative assessment | Minimum elements of summative assessment |
|--------------------------|--|--|
| 16 | Three times a week | Three times a month |
| 9 | Twice a week | Twice a month |
| 6-7 | Average 1.5 a week | Average 1.5 a month |
| 4-5 | Once a week | Once a month |
| 2-3 | Twice a month | Twice a semester |
| 1 | Once a month | Once a semester |

The above frequency table does not apply to Primary 1-4 class teachers, who will provide written feedback on a weekly basis for each major subject.

3. Timeline of assessment and reporting events

- November: Parent-teacher interviews with subject teachers.
- December-January: First class council meeting to discuss student progress.
- January: End of semester one report. A warning letter and requests for parents will be issued to any student in danger of not passing the year.
- February: Progress review meetings with class teachers.
- June: End of year report. At the end of the school year the class council will decide whether a pupil may move to the year above or is required to repeat the year. The decision will be based on the General rules of the European Schools, the pupil's profile and the standard of the attainment of the relevant competences, as described in the June report.

4. Absences and assessment

At least 90% of attendance of the students at school classes during the school year is a requirement of Tallinn European School. The class council might overlook this requirement, depending on the reasons why the student has been absent for a period longer than the permitted 10% of the year.

If a child is away, parents will receive one of the following notifications on eKool:

| Ekool notification | Will it contribute to my child's total absences? |
|------------------------|--|
| EA – Excused absence | No |
| SL – Sick leave | No |
| UA – Unexcused absence | Yes |
| IF – Informed absence | Yes |

Please note that excused absences are only those due to internal pedagogical decisions taken by the school itself (e.g. a child going to a planned event or to a support lesson).

Subject teachers insert all absences in eKool as unexcused, and at the end of the day class teachers may revise their nature.

Informed or unexcused absences can become excused only if a specific authorisation has been agreed with the School Director. Class Teachers have no authority in this regard.

By the beginning of each new week, all appeals against inaccurate descriptions of absences need to have been made, otherwise the absences reason will remain as stated originally in eKool.

In case of a fail grade or mark in a summative assessment task, the task cannot be repeated and the evaluation stands. As regards formative assessment, the decision pertains to the individual teacher's coherent pedagogical strategy.

In case of unexcused absences on the day when a summative assessment is due, the grade given is automatically a 0 (Secondary 4 to Secondary 7) or an FX (Secondary 1 to Secondary 3). In case of informed absences, the same rule applies, unless a specific agreement has been made with the school.

For any official B-test, from Secondary 4 to Secondary 7, unless a medical certificate has been provided, any absence at the time of the tests will automatically lead to a 0.

5. Weight of the assessment type in the end of semester reports

| Year groups | Formative assessment | Summative assessment | Exams (one per semester) |
|--------------------------------|----------------------|----------------------|--------------------------|
| Primary 1-2 | 100% | - | - |
| Primary 3-5 | 80% | 20% | - |
| Secondary 1-3 (Basic subjects) | 60% | 40% | - |
| Secondary 1-3 (other subjects) | 70% | 30% | - |
| Secondary 4-6 | 50% of A mark | 50% of A mark | B mark |

All subjects at all levels, except for Ethics and Complementary activities (e.g. European Studies), are promotion subjects. In Secondary 1-3 subjects are classified as follows:

Promotion subjects

- Basic subjects
 - Language 1
 - Mathematics
 - Language 2
 - Human Sciences
 - Integrated Science
 - Language 3
- Other subjects
 - Art
 - Music
 - Physical Education
 - ICT

Non-promotion subjects

- Ethics
- Complementary activities

6. Transition and promotion to the next year level

6.1 Primary 1-5

At the end of the second semester, the class council will discuss each student's progress and summarise the performance in four subjects which are considered the main ones in Primary: Mother Tongue, Language 2, Mathematics and Discovery of the World. On that basis it will decide about promotion to the year above.

6.2 Secondary 1-3

Based on the New Marking Scale of the European Schools (Ref.: TES Marking Scales) and its annexed regulations, on Secondary 1-3 reports there are going to be only letter grades, and no numerical marks.

Since it is no longer possible to calculate averages of final marks, class councils will reach their decisions at the end of the second semester on the basis of a **compensation rule**.

Pupils who have achieved an E grade or higher (standard) in each of the promotion subjects will be promoted to the year above.

In the case of pupils who have not achieved the standard, they still have the possibility to compensate for their grade(s) lower than an E grade on the basis of a new compensation system, which is in line with the current promotion rules.

- Each F has to be compensated for by one D (or higher grade)
- Each FX has to be compensated for
 - by one grade B (or A)
 - by one grade C and one grade D or higher
 - by three grades D or higher

Pupils who have not achieved the standard (at least a grade E) either in three or more basic subjects, or in two basic subjects and two or more other subjects AND who are unable to compensate for their grade(s) below the standard cannot be promoted to the year above.

6.3 Secondary 4-5

At the end of the school year, pupils who have achieved a mark of at least 5 out of 10 in each of the promotion subjects shall be automatically promoted to the year above, without the need for deliberation.

Unless otherwise decided by class councils, which alone are competent to judge whether it is advisable to recur to special provisions, pupils who have failed to achieve an average of 5 out of 10 calculated on the basis of all the marks achieved in the promotion subjects and who have achieved four or more marks below 5 out of 10 in all the promotion subjects, shall not be promoted to the year above.

6.4 Secondary 6

At the end of the school year, pupils who have achieved a mark of at least 6 out of 10 in each of the promotion subjects shall be automatically promoted to the year above, without the need for deliberation.

Unless otherwise decided by class councils, which alone are competent to judge whether it is advisable to recur to special provisions, pupils who have failed to achieve an average of 6 out of 10 calculated on the basis of all the marks achieved in the promotion subjects and who have achieved four or more marks below 6 out of 10 in all the promotion subjects, shall not be promoted to the year above.