

# TES Assessment Policy

This document is based on the General Rules of the European School (Ref.: [2014-03-D-14-en-14](#)) and the Assessment Policy of the European Schools (Ref.: [2011-01-D-61](#))

## 1. Preamble

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. It helps pupils to develop both academically and personally in line with educational aims. It provides them with appropriate feedback on their progress and motivates them to take responsibility for their further learning.

In the European Schools, assessment takes into account the needs of the diverse community of learners and is based on a common assessment approach.

## 2. Purpose

The purpose of assessment is to establish current learning in order to inform future learning. Assessment serves summative and formative functions.

Summative assessment establishes what has been achieved at a particular moment in time. Formative assessment uses this knowledge to inform on-going learning.

Assessment has three dimensions, and these are interlinked.

### Assessment OF learning

This involves evaluating learning outcomes in order to establish levels of achievement. This information can be used to certify pupils' competences and can be used to take decisions regarding promotion.

### Assessment FOR learning

This involves identifying pupils' abilities and needs to inform future teaching and learning and to promote understanding of learning goals and improve pupils' performance.

### Assessment AS learning

This involves pupils engaging with assessment thereby ensuring that the outcomes and process of assessment are internalised by pupils and evolve into learning. Assessment as learning encourages pupils to develop an awareness of their own thinking fostering their capacity over time to become agents of their own learning.

## 3. Criteria

Quality assessment should meet the following criteria:

### Validity

Every assessment tool must measure what is intended to be measured in order to draw appropriate conclusions.

### Reliability

The extent to which the equivalent result would be achieved every time a pupil is assessed under the same conditions. Reliability means that the results of assessment can be trusted.

### Equity

Equity in assessment allows all pupils to demonstrate what they know and can do without being unfairly disadvantaged by individual characteristics that are irrelevant to what is being assessed.

### Transparency

Transparency means that the pupils have all the necessary information at their disposal to fulfil the assessment tasks. Learning objectives, assessment criteria, attainment descriptors, time for assessment and learning outcomes are clearly outlined

## 4. Frequency of assessment

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

Subject lessons per week	Minimum elements of formative assessment	Minimum elements of summative assessment
6-10	Twice a week	Twice a month
4-5	Once a week	Once a month
2-3	Twice a month	Once a term
1	Once a month	Once a semester

## 5. Timeline of assessment and reporting events

### November:

Parent-teacher interviews with class teachers (Primary) and subject teachers (Secondary).  
Mid-semester class council and report (Secondary).

### January/ February:

First semester class council meeting to discuss pupils' progress.

End of semester one report.

Warning letters are issued to parents of students in danger of not passing the year.

### February:

Progress review meetings with class teachers (Secondary).

### March/ April:

Mid-semester report (Secondary).

Warning letters are issued to parents of students in danger of not passing the year.

### June:

End of the 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 competencies, as described in the 2<sup>nd</sup> semester report.

## 7. Weight of the assessment type

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

## 8. Transition and promotion to the next year level

### Primary 1-5

Promotion of a student is determined by the class council. At the end of the second semester, the council reviews each student's progress and makes a collective decision regarding their promotion to the next year. This decision is collegial, with each subject having an equal vote in the process.

### Secondary 1-3

All subjects at all levels, except for Ethics and Complementary activities (e.g. European Studies, HCC), are promotion subjects.

In Secondary 1-3 subjects are classified as follows:

#### **Promotion subjects**

- Core 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

Based on the New Marking Scale of the European Schools (Ref.: [2017-05-D-29](#)) 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.

#### 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.

#### 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 5 out of 10 in all the promotion subjects, shall not be promoted to the year above.

## Annexe 1 - Primary and Secondary Grading Scales

Tallinn European Schools adopts the following grading scales, based on the European Schools regulations (Ref: General rules of the European Schools 2014-03-D-14-en-10) and their marking scales.

### PRIMARY CYCLE

Level of achievement of learning objectives	General Criteria for Achievement of Subject Objectives			
	Understanding	Accuracy	Autonomy	Use/Application
<p><b>+++++</b></p> <p><b>Learning objectives are completely achieved</b></p>	<p>Deep understanding</p> <p>High achievement.</p> <p>Able to explain concepts to others.</p>	<p>Accurate work showing a very good level of understanding and comprehension.</p>	<p>Works independently, showing self-confidence.</p>	<p>Use of the knowledge and skills in different situations and contexts</p> <p>Able to create own learning strategies.</p>
<p><b>++++</b></p> <p><b>Learning objectives are almost completely achieved</b></p>	<p>Good understanding of the objectives required by the syllabus.</p> <p>Few gaps remain.</p> <p>There is room for further acquisition.</p>	<p>Most of the results are correct showing a good level of understanding and comprehension.</p>	<p>Works almost independently; sometimes needs encouragement.</p>	<p>Use of the knowledge and skills with confidence.</p>
<p><b>+++</b></p> <p><b>Learning objectives are partially achieved</b></p>	<p>Partial understanding of most of the objectives required by the syllabus</p> <p>The knowledge and skills need to be further developed and practised.</p>	<p>Results are sometimes correct. However, the frequency of incorrect results shows a basic level of understanding and comprehension.</p>	<p>Begins to work independently with occasional help from an adult or another pupil.</p>	<p>Able to use competence in common or simple situations only.</p>
<p><b>++</b></p> <p><b>A few learning objectives are achieved</b></p>	<p>Able to meet a minimum number of objectives required by the syllabus</p> <p>Indicates little understanding of concepts.</p>	<p>Frequent incorrect results, usually caused by lack of understanding and comprehension.</p>	<p>Very dependent on an adult's help.</p>	<p>Struggling to apply what is learned.</p>
<p><b>+</b></p> <p><b>Learning objectives are not yet achieved</b></p>	<p>Struggling to meet the objectives required by the syllabus.</p> <p>Serious gaps in achievement of learning objectives.</p>	<p>Significant number of incorrect results caused by lack of understanding and comprehension.</p>	<p>Unable to work without constant support of an adult.</p>	<p>Unable to apply knowledge and skills to common or simple situations.</p> <p>Weak performance.</p>

## Secondary

	<b>Grade (S1-S3)</b>	<b>Numerical Mark (S4-S6)</b>	<b>Numerical mark 1 decimal  S7 preliminary mark</b>	<b>Numerical mark 2 decimals  S7 final mark</b>	<b>Performance Indicator</b>
<b>Excellent though not flawless performance entirely corresponding to the competences required by the subject</b>	<b>A</b>	<b>10 9.0-9.5</b>	<b>9.0-10</b>	<b>9.00-10</b>	<b>Excellent</b>
<b>Very good performance almost entirely corresponding to the competences required by the subject</b>	<b>B</b>	<b>8.0-8.5</b>	<b>8.0-8.9</b>	<b>8.00-8.99</b>	<b>Very good</b>
<b>Good performance corresponding overall to the competences required by the subject</b>	<b>C</b>	<b>7.0-7.5</b>	<b>7.0-7.9</b>	<b>7.00-7.99</b>	<b>Good</b>
<b>Satisfactory performance corresponding to the competences required by the subject</b>	<b>D</b>	<b>6.0-6.5</b>	<b>6.0-6.9</b>	<b>6.00-6.99</b>	<b>Satisfactory</b>
<b>Performance corresponding to the minimum of the competences required by the subject</b>	<b>E</b>	<b>5.0-5.5</b>	<b>5.0-5.9</b>	<b>5.00-5.99</b>	<b>Sufficient</b>
<b>Weak performance almost entirely failing to meet the competences required by the subject</b>	<b>F</b>	<b>3.0-4.5</b>	<b>3.0-4.9</b>	<b>3.00-4.99</b>	<b>Failed (Weak)</b>
<b>Very weak performance entirely failing to meet the competences required by the subject</b>	<b>FX</b>	<b>0-2.5</b>	<b>0-2.9</b>	<b>0.00-2.99</b>	<b>Failed (Very weak)</b>