European Schools
Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2013-09-D-38-en-5

Orig.: EN

Assessment tools for the Primary Cycle of the European Schools including the final version of the School Report

APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 13 AND 14 FEBRUARY 2014, IN BRUSSELS, AND BY THE BOARD OF GOVERNORS AT ITS MEETING OF 8-10 APRIL 2014, IN SOFIA

Entry into force on 1 September 2014

OPINIONS OF THE BOARD OF INSPECTORS (NURSERY AND PRIMARY) AND THE JOINT TEACHING COMMITTEE

At their respective meetings of 11 and 13 and 14 February 2014, the Board of Inspectors (Nursery and Primary) and the Joint Teaching Committee scrutinised document 2013-09-D-38-en-2 'Assessment tools for the Primary Cycle of the European Schools including the School Report'. They wished to make a comment on Annexes III and V.

Some minor amendments were made to Annex X 'Proposal for amendment of the General Rules, Ref: 2011-04-D-11-en-2', included in version 2 of the document. It was removed from the document, so as to be incorporated, subject to these changes, into the other amendments to the 'General Rules of the European Schools', which would be presented in a single document to the Board of Governors for approval.

The Board of Inspectors (Nursery and Primary) and the Joint Teaching Committee were informed that the 'Assessment in the Primary Cycle' Working Group would monitor and evaluate implementation of the new assessment system from September 2014 until August 2016 and would keep the Board of Inspectors (Nursery and Primary) and the Joint Teaching Committee informed about the implementation process.

Subject to the comment made at the meeting, the Board of Inspectors (Nursery and Primary) and the Joint Teaching Committee approved the document 'Assessment tools for the Primary Cycle of the European Schools, including the School Report' for entry into force as from 1 September 2014.

The document 'Assessment tools for the Primary Cycle of the European Schools including the final version of the School Report' (2013-09-D-38-en-3), which takes account of the comment made by the Board of Inspectors (Nursery and Primary) and by the Joint Teaching Committee, would be presented to the Budgetary Committee for information and to the Board of Governors for approval.

OPINION OF THE BUDGETARY COMMITTEE

At its meeting of 11 and 12 March, the Budgetary Committee took note of the document and is forwarding it to the Board of Governors for its approval.

Introduction

History

In October 2013 the PBI and JTC expressed their opinions on

- the document Ref: 2013-09-D-38-en-1 Assessment tools for the primary cycle of the European Schools;
- the document Ref: 2013-01-D-61-en-4 Draft Template of the School Report for the primary cycle.

The BIP and the JTC approved the principle of the document 'Assessment tools in the primary cycle of the European Schools' and took note of the fact that the development of certain tools (Entry profile of the pupil, Guidelines for the use of the portfolio and criteria for the cross-curricular competences) was in progress. Addenda to those syllabuses which did not have assessment criteria were also to be produced.

The document would be finalised in order to be presented at the next meetings of the Board of Inspectors (Primary) and the Joint Teaching Committee in February 2014.

The BIP and the JTC took note of the 'Draft Template of the School Report for the primary cycle of the European Schools'. The BIP considered that it still required some amendments, in particular regarding the expressions/wording on its front page. The inspectors were asked to send their comments and proposals in written to the WG Assessment by 20th November. Taking these proposals into account, the document will be finalised and the final version of the School Report would be submitted to the BIP at its next meeting in February 2014.

The Joint Teaching Committee expressed a favourable opinion on both documents.
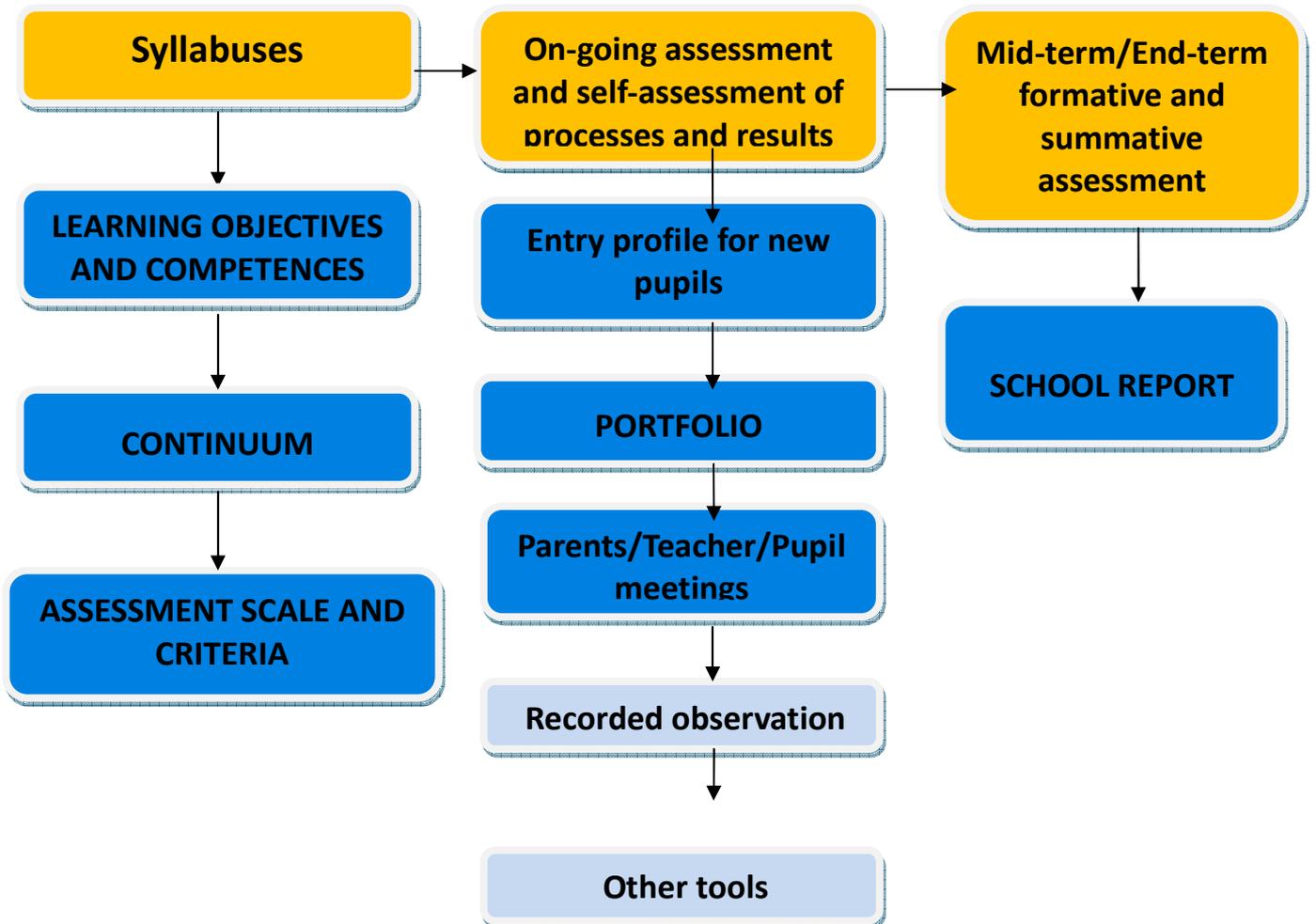

Decision of the PBI and JTC February 2014

In the meeting of February 2014 a final decision of the PBI and the JTC is expected.

This document includes a complete system of on-going assessment and self-assessment and mid-term/end-term formative and summative assessment of learning processes and results. The obligatory assessment tools with relevant guidelines and instructions are added to the document as the Annexes I – VIII.

The Annexe IX is added as information about the process of development and piloting of the assessment tools.

1. Assessment concept and tools for the Primary cycle of the European Schools

Syllabuses	On-going assessment and self-assessment of processes and results	Mid-term/End-term formative and summative assessment
LEARNING OBJECTIVES AND COMPETENCES	Entry profile for new pupils	SCHOOL REPORT
CONTINUUM	PORTFOLIO	
ASSESSMENT SCALE AND CRITERIA	Parents/Teacher/Pupil meetings	
	Recorded observation	
	Other tools	

2. Modification of the syllabuses for the primary cycle

The syllabuses for the primary cycle need to be revised and harmonised to be consistent with the principles defined in the Document Ref: 2011-09-D-47-en-3*; New structure for all syllabuses in the system of the European Schools*. All syllabuses require learning objectives and competences, criteria for assessment and the inclusion of a learning continuum in order to demonstrate the pupil´s development. In this way the syllabuses will support the approved concept of assessment. Addenda to those syllabuses which did not have assessment criteria will be produced. These addenda enter into force on 1 September 2014 and will be valid until all syllabuses are revised.

3. On-going assessment and self-assessment of processes and results

3.1 Entry profile of the pupil

The Entry profile (Annexe IA and B) will be completed by parents and child when the child arrives at the European school. It provides the teacher with information in order to advance the process of the child's learning.

3.2 General Criteria for Achievement of Subject Objectives

The general criteria (Annexe II) will be used both for on-going assessment and for mid/end term assessment within the whole primary curriculum. This will support the process of harmonisation between subjects.

When a new syllabus is created it should contain a learning continuum from P1 through to P5.

3.3 General Criteria for Assessment of the Cross-curricular Learning Areas

General criteria for assessment of the child as a learner, the child as a person and the child and others (Annexe III) will be used for the whole primary cycle. This will support the process of harmonisation between classes and language sections.

3.4 Portfolio

The Portfolio is a systematic compilation of pupil's works and a key tool for on-going formative assessment and self-assessment of learning processes and results. It will be used starting from the nursery cycle (N1) up to the first class of the secondary (S1). In order to ensure harmonisation between classes and language sections and smooth transition to the secondary cycle, a common guideline (Annexe IV) will be followed.

3.5   Communication with parents

Systematic communication with parents and official meetings are important aspects of the assessment process. Sharing information about a pupil's development through parents/teacher meetings is very powerful. The pupil´s presence at the request of the teacher is highly recommended. The portfolio informs these meetings.

3.6   Systematic monitoring of the process of learning and its results/evaluation

Use of other additional tools for assessment, record keeping, collecting data and information, analysis, identifying needs, reviewing impacts, target-setting are all within the school's remit.

4.   Mid-term/End-term formative and summative assessment – School Report

The School Report (Annexe V) is an obligatory tool which records the level of achievement of the objectives in all learning areas, subjects and cross-curricular domains. To ensure the continuity between on-going and mid-term/end-term formative assessment, the General Criteria for achievement of the subject objectives and the General Criteria for assessment of the cross-curricular learning areas (Annexes II and III) will be used.

The School Report is communicated to pupils and parents twice a year.

In order to ensure harmonisation between classes, language sections and schools, teachers will follow a guideline for use of the School Report (Annexe VI).

The national inspectors are responsible for translation of the School report by July 2014.

5.   In-service training

A decentralised in-service training will be carried out in spring 2014. The main purpose of the training is to make the schools familiar with the new assessment system. The calendar of the training is added to this document as Annexe VII.

6.   The digital version of the School Report

The digital School Report will be incorporated into the current School Management System. The development of the software is on-going and the package will be implemented in September 2014. Arrangements will be made for the automatic collection of statistical data from all the schools to be periodically analysed by the OSGES. The implementation plan is added to the document as the Annexe VIII.

7.   Proposal

The Board of Governors is invited to approve the new system of assessment tools coming into force from 1st September 2014.

Entry profile of the child – P1

This part is to be completed by Parents/Legal representatives

Child's name and surname: _____

Date of birth: _____ **Class:** _____ **Date of entry:** _____

Brothers/sisters (names & dates of birth): _____

Mother's name and surname: _____

Father's name and surname: _____

Other carers' names and surnames: _____

_____

Languages spoken at home - mother:_____ father: _____

Language of other carers, e.g. childminder/grandparents: _____

Dominant language of the child: _____

Previous educational experience *Please note the lengths of time attended:*

Playgroup: _____   Nursery: _____   Other: _____

Comments: _____

Current out of school activities: _____

Please comment on games/activities that your child particularly enjoys

_____

When did your child begin to speak? _____

Is his/her speech clear to you? Yes ☐ No ☐   To others? Yes ☐ No ☐

Comments: _____

Has your child's hearing ever been tested? Yes ☐ No ☐

If yes, comment please: _____

Does your child suffer from frequent colds/blocked nose, etc? Yes ☐ No ☐

If yes, comment please: _____

Has your child's sight ever been tested? Yes ☐ No ☐   Does he/she recognize colours? Yes ☐ No ☐

If yes, comment please: _____

Does your child suffer from any allergy? Yes ☐ No ☐

If yes, comment please: _____

Please, mention any medical or other information which your child's teacher should know: _____

_____

Does he/she independently dress/undress? Yes ☐ No ☐   Does he/she independently tie his/her shoelaces?   Yes ☐ No ☐

Does he/she independently eat? Yes ☐ No ☐   Does he/she independently toilet by day/night? Yes ☐ No ☐

Your comments: _____

Please tick if your child has experience using:

Pencils/Crayons ☐   Paintbrushes ☐   Threading beads ☐   Glue/paste ☐   Scissors ☐

Computers ☐   Tricycles ☐   Bicycles ☐   Balls ☐   Skipping ropes ☐   Musical instrument(s) ☐

Your comments: _____

Is there any other pertinent information that you would like to provide (e.g. report from previous education)? Yes ☐ No ☐

To be completed by the parents and the child together:

What are the things I like and what interests me? _____

_____

Which are the things I do not like and what scares me? _____

_____

Things I am good at: _____

_____

What do I want to learn in school? _____

_____

Who are my friends: _____

Any other comments: _____

Date: _____

THANK YOU!

Entry profile of the child – P2-P5

This part is to be completed by Parents/Legal representatives

Child's name and surname: _____

Date of birth: _____ **Class:** _____ **Date of entry:** _____

Brothers/sisters (names & dates of birth): _____

Mother's name and surname: _____

Father's name and surname: _____

Other carers' names and surnames: _____

_____

Languages spoken at home - mother: _____ father: _____

Language of other carers, e.g. childminder/grandparents: _____

Dominant language of the child: _____

Previous educational experience *Please note the school and the lengths of time attended:*

_____

_____

Current out of school activities: _____

Please comment on games/activities that your child particularly enjoys

_____

Are there any specific elements in the language development of your child that the school needs to take into account? Yes ☐ No ☐

Comments: _____

Has your child's hearing ever been tested? Yes ☐ No ☐

If yes, comment please: _____

Does your child suffer from frequent colds/blocked nose, etc? Yes ☐ No ☐

If yes, comment please: _____

Has your child's sight ever been tested? Yes ☐ No ☐   Does he/she recognize colours? Yes ☐ No ☐

If yes, comment please: _____

Does your child suffer from any allergy? Yes ☐ No ☐

If yes, comment please: _____

Please, mention any medical or other information which your child's teacher should know: _____

_____

Is there any other pertinent information that you would like to provide (e.g. report from previous education)? Yes ☐ No ☐

_____

To be completed by the parents and the child together:

What are the things I like and what interests me? _____

_____

Which are the things I do not like and what scares me? _____

_____

Things I am good at: _____

_____

What do I want to learn in school? _____

_____

Who are my friends (in this school and elsewhere)?:

_____

Any other comments: _____

Date: _____

THANK YOU!

Annexe II: General criteria for Achievement of Subject Objectives

Level of achievement of learning objectives	General Criteria for Achievement of Subject Objectives			
	Understanding	**Accuracy**	**Independence**	**Use/Application**
+	Indicates little understanding of concepts. Serious gaps in achievement of competences. Not able to build on what is learned and unable to continue.	Incorrect results, many mistakes caused by lack of understanding and lack of comprehension.	Very dependent on teacher´s help.	Unable to use the competence in common or simple situations.
++	Partial understanding. Gaps in achievement of competences. The competence needs to be further developed and practised.	Frequent mistakes, often caused by lack of understanding.	Usually works under the teacher´s or other pupil´s guidance.	Able to use competence in common or simple situations only.
+++	Good understanding. Some gaps remain. There is room for further acquisition.	Rare mistakes caused by inattention, or misunderstanding.	Works almost independently; sometimes needs encouragement.	Use of the competences with confidence. Use of learned strategies.
++++	Deep understanding High achievement. Pupil is able to explain the issue to others.	Accurate work. Rare mistakes.	Works independently, showing self-confidence.	Use of the competence in different situations and contexts; ability to create own strategies.

Annexe III: General Criteria for Assessment of the Cross-curricular Learning Areas

The child as a learner	
Engages in learning	The child is actively involved (asks and answers questions, is curious, explores, inquires …) in his/her learning and activities. (S)he focuses on tasks.
Listens attentively	The child understands and responds to lessons and instructions.
Develops working habits	The child plans and organizes her/his work following teacher instructions and expectations. (S)he begins and completes work on time. She/he keeps her/his working place neat and tidy, develops and follows classroom routines and builds on learning strategies that support her/his own learning.
Works independently	The child is not reliant on the teacher. S(he) takes initiative and can work for a period of time on a specific task without help from anyone else.
Perseveres with difficult tasks	In case of a challenging task the child does not give up at the first obstacle and can persist. (S)he looks for new information and solutions in order to accomplish the task.
Produces quality homework	Homework is completed conscientiously and meets deadlines. The work reflects the child´s understanding.
Presents work carefully	The child checks her/his work and presents it in a logical way. Her/his written work is structured and neat.
Uses ICT	The child can manipulate ICT tools. (S)he uses ICT to accomplish tasks, to find information and to communicate with others.
The child as a person	
Seems happy at school	The child enjoys life at school. (S)he feels comfortable in class/school. (S)he willingly participates in activities.
Is self-confident	The child is enterprising (initiates activities within a given framework) and resourceful (comes up with ideas). (S)he knows what (s)he wants and dares to engage into action.
Manages and expresses own feelings	The child expresses own feelings while keeping self-control. (S)he deals with happiness, success, rejection, anger, disappointment, … etc. in an appropriate manner respecting her/himself, others and/or the school environment.
Evaluates own progress	The child collects records and reflects her/his achievements. (S)he presents her/his work to the class and shares with others the feelings about her/his own experiences.(S)he can monitor progress, recognize her/his strengths and weaknesses and adapt accordingly.
The child and the others	
Respects class rules	The child follows the agreed rules in the classroom. He/she shows self-discipline and controls her/his own behaviour.

Respects school rules	The child follows the agreed rules of the school (e.g. in corridors, canteen, playground, school trips …). He/she shows self-discipline and controls her/his own behaviour.
Cooperates with others	The child works and plays with others. (S)he takes part in interactions, shares ideas, recognizes different points of view, negotiates and reaches a solution/compromise. (S)he assumes different roles in different situations. By working together, the child can come up with new approaches and ways of thinking.
Respects others	He/she shows politeness and is aware of how her/his words and actions affect others. (S)he accepts, that others may have different opinions.
Shows empathy	The child is sensitive to the feelings and needs of others. The child shows consideration for others.

++++ Most of the time
+++   Frequently
++   Sometimes
+   Seldom
⭐ *Individual Learning Plan*

Annexe IV: Portfolio

PORTFOLIO

A Portfolio is a systematic compilation of pupil's works that exhibit the pupil's efforts, progress and achievements in one or more areas. During the process of collecting, pupils make decisions about what pieces get placed in the portfolio, which allows pupils to assume ownership of their learning. It helps them identify what they know, understand, can do and feel at different stages in the learning process. Portfolios help pupils set goals for learning, review their goals periodically and assume responsibility for their own learning. They also provide an overall picture of a pupil for teachers and allow the school community to be informed partners in the pupil's learning.

The pupil himself/ herself chooses material to be put in the portfolio. This process is fundamental for the development of self-evaluation. The pupil's developing ability to self-assess requires the support of the teacher, who, will sensitively provide guidance and support.

Teachers will need to help the pupil to build his/ her own portfolio, acting as a guide and critical friend, helping the pupil make reasoned choices about what to include.

1. OBJECTIVES AND FUNCTIONS

- To examine and record growth and progress over time.
- To give an overall picture of pupil's achievement.
- To create means for pupil self-evaluation
- To help pupils and teachers determine and set individual goals.
- To develop awareness of his/her identity.
- To stimulate thinking and awareness of what he/she knows and can do.

The portfolio helps the teacher, the pupil and the parents to assess and evaluate the pupil's abilities. The aim of the portfolio is to give holistic information about the pupil with an emphasis on progress.

The portfolio is not the only tool for assessment but together with other tools creates a system for monitoring and evaluating the pupil's development and helps to demonstrate the effectiveness of teaching and learning.

Portfolio Essentials:

- The external criteria for portfolio is included in the CONTENT area below (what work will be included in the portfolio).
- The pupil determines the internal criteria for the portfolio (what specific pieces will be included and the reflection about the selection).
- The teacher and pupil brainstorm the criteria for quality work. These lists are reviewed throughout the year as the pupil continues to grow and learn.
- Pupils select pieces for their portfolio on an ongoing basis and take responsibility for judging the quality of their own work.
- The portfolio should include pieces that represent the student's development.

2. SUSTAINABILITY

The portfolio from Early Years shall be passed to the Year 1 teacher. This portfolio is returned to the pupil at the initial Parent Teacher Meeting during the Autumn Term.

There will be a portfolio over the two year period for Year 1 and 2 . This portfolio is passed on to the Year 3 teacher who returns it to the pupil at the initial Parent Teacher Meeting during the Autumn Term.

There will be a portfolio over the two year period for Year 3 and 4. This portfolio is passed on to the Year 5 teacher who will return it to the pupil at the initial Parent Teacher Meeting during the Autumn Term.

There will be a portfolio for Year 5. The content of Period 6 of the portfolio will be passed on to the Class Teacher of Year 1 in Secondary school.

3. CONTENT

The content covers the three areas of Learner's Biography, Learner's Development and Evaluation, reflection. It includes pupil chosen samples of work from across the curriculum as well as their own reflections on themselves: the child as a person and the child with others.

Here, is the expected minimum of the portfolio content as well as when each piece of work should be included in the portfolio. More content is welcome, but it should always have a self-reflection accompanying it.

In the Portfolio for Year 1 and 2, a simple evaluation should accompany each piece of work. In the other two portfolios during Primary school, the pupils are encouraged to give written reflections on their chosen pieces.

PERIOD 1:
◆ Self Portrait
◆ All about me (e.g. myself, languages I speak etc.)
◆ My Goals (e.g. 2 stars and a wish)
◆ Writing Sample and Self Reflection
◆ Language II - About Me (not in Year 1)
◆ Self-evaluation on attitude to Physical Education.

PERIOD 2:
◆ Reading Self Reflection
◆ Music Sample
◆ Me and Others Self Reflection (before Parent Teacher Conference)
◆ European Hours Reflection (Years 3/4/5) or Common Project Reflection (Years 1/2)

PERIOD 3:
◆ Art Sample (Review of Term 1) and Self Reflection
◆ Intermath Self-Reflection Pages

- ◆   Language II sample and Self Reflection
- ◆   Discovery of the World Sample and Self Reflection
- ◆   Music Sample and Self Reflection

PERIOD 4:
- ◆ Reading Sample and Self Reflection
- ◆ European Hours Reflection (Years 3/4/5) or Common Project Reflection (Years 1/2)Me and Others Self Reflection
- ◆ Discovery of the World Sample and Self Reflection
- ◆ Art Sample (Review of Term 2) and Reflection

PERIOD 5:
- ◆ Writing Sample and Self Reflection
- ◆ Intermath Self-Reflection Pages
- ◆ Self-Evaluation on attitude to Physical Education

PERIOD 6:
- ◆ The Work I am Most Proud of this Year
- ◆ What I would like to tell the next year's teacher about myself.

4. ROLE OF PORTFOLIO IN THE ASSESSMENT PROCESS.

The portfolio makes the pupil's performance visible. It is one of the resources to be used for the child's evaluation. It complements and should inform the school report.

5. OWNERSHIP

Although the pupil is the owner of the portfolio, it is an assessment tool and therefore teachers have full access to it during the duration (usually 2 years) of the portfolio's development. Both pupils and teachers (without the pupil's consent) may invite various members of the school community (all pedagogical staff who are involved in the pupil's education, parents, school directors and national inspectors) to view the portfolio. The portfolio is stored in the classroom in an area that is easily accessible to the pupil.

6. FORMAT

The portfolio can have different forms:
Physical: note book, folder, box, drawer etc.
Electronic: ICT folder
Mixed: one part in paper and another one done with ICT.

Pupil: ....

Date of Birth: ....

Class: ....

Class Teacher: ....

EUROPEAN SCHOOL...

SCHOOL REPORT 2014-2015

The child as a learner			
	1st sem	**2nd sem**	Comments
Engages in learning			
Listens attentively			
Develops working habits			
Works independently			
Perseveres with difficult tasks			
Uses ICT			
Presents work carefully			
Produces quality homework			
The child as a person			
	1st sem	**2nd sem**	Comments
Seems happy at school			
Is self-confident			
Manages and expresses own feelings			
Evaluates own progress			
The child and others			
	1st sem	**2nd sem**	Comments
Respects class rules			
Respects school rules			
Cooperates with others			
Respects others			
Shows empathy			

++++ Most of the time
+++   Frequently
++   Sometimes
+   Seldom
✶   Individual Learning Plan

EUROPEAN SCHOOL.................................

Pupils' Name...

Class: ....

Learning area	Achievement		The child's strengths	Areas for future development
LI ENGLISH ⭐ **Teacher:**	**1st sem**	**2nd sem**		
Listening and understanding				
Speaking				
Reading and understanding				
Writing				
Linguistic development				
Domaine d' apprentissage	**Niveau atteint**		**Réussites**	**A retravailler**
LII FRANCAIS ⭐ **Enseignant:**	**1st sem**	**2nd sem**		
Ecouter/ comprendre				
Parler en interaction				
Parler en continu				
Lire/ comprendre				
Ecrire				
Compétences linguistiques				

++++   Learning objectives are fully achieved
+++   Learning objectives are satisfactorily achieved
++   Learning objectives are partially achieved
+   Learning objectives are not yet achieved
⭐   *Individual Learning Plan*

Learning area	Achievement		The child´s strengths	Areas for future development
MATHEMATICS ✿ **Teacher:**	**1st sem**	**2nd sem**		
Numbers & Number system				
Calculation				
Measurement				
Shape and Space				
Data handling				
Problem solving				
DISCOVERY OF THE WORLD **Teacher:** ✿	**1st sem**	**2nd sem**		
Biological				
Technological				
Geographical				
Historical				
Socio-cultural				
ART ✿ **Teacher:**	**1st sem**	**2nd sem**		
Plastic and static visual arts				
The arts and entertainment				
MUSIC ✿ **Teacher:**	**1st sem**	**2nd sem**		
Music making & performing				
Listening and responding				
Composing				

++++   *Learning objectives are fully achieved*
+++   *Learning objectives are satisfactorily achieved*
++   *Learning objectives are partially achieved*
 +   *Learning objectives are not yet achieved*
✿   *Individual Learning Plan*

Learning area	Achievements		The child´s strengths	Areas for future development
PHYSICAL EDUCATION **Teacher:** ★	**1st sem**	**2nd sem**		
Individual activities				
Team activities				
Swimming				
RELIGION / ETHICS **Teacher:**	**1st sem**	**2nd sem**		
Religion/Ethics				
EUROPEAN HOURS	**1st sem**	**2nd sem**		
Communicating and working with others				

++++   Learning objectives are fully achieved
+++   Learning objectives are satisfactorily achieved
++   Learning objectives are partially achieved
* +   Learning objectives are not yet achieved*
★   Individual Learning Plan

ABSENCES			
Authorised	……………………days	Unauthorised	…………………days

DECISION OF THE CLASS COUNCIL

The pupil …………………………………………is /is not promoted.

DATE

SIGNATURES

Class teacher	**Director**	**Parents/Guardians**

Annexe V B): Stand-alone page for Other National Language (ONL)

EUROPEAN SCHOOL.....................................

Pupils' Name..

Class:...

OTHER NATIONAL LANGUAGE (ONL)				
Réim Foghlama	**Gnóthú**		**Neart an dalta**	**Réim Forbartha**
GAEILGE ♣ **Múinteoir:**	**1ᵃᵈ sem**	**2ʳᵃ sem**		
Éisteacht agus tuiscint				
Labhairt				
Léitheoireacht chun tuiscint				
Scríbhneoireacht				
Líofacht teanga				

++++ Learning objectives are fully achieved
+++ Learning objectives are satisfactorily achieved
++ Learning objectives are partially achieved
+ Learning objectives are not yet achieved
♣ *Individual Learning Plan*

Annexe VI: Guideline on Mid-term/End-term formative and summative assessment – School Report

• The School Report is a part of the system of assessment tools used in the European Schools.

• ***The School Report presents a full profile of the child (rather than a collection of marks)*** with formative and summative assessments of learning processes and results of the first and second semesters.

• The School Report is framed in positive language.

• The School Report is a combination of ***assessment scales, written comments and descriptions of the child´s strengths and areas for future development.***

• The School Report records the level of achievement of the learning objectives (subject and cross-curricular). ***Learning objectives and competences are/will be fixed in the subject syllabuses.***

• Teacher use the ***General Criteria for assessment of the cross-curricular learning areas*** for page 1.

• Teachers use the ***General Criteria for achievement of learning objectives.***

• ***The School Report is communicated to pupils and parents twice a year.*** In the second semester, the results (on the scale) of the first semester will be included in order to show the pupil´s progress.

• The final decision regarding promotion to the year above lies with the Class Council.

• LI and LII is assessed taking into account two aspects:

1. ***general objectives*** (listening and understanding, speaking, reading and writing)

2. ***linguistic development*** (e.g. grammar, orthography, phonology, vocabulary…)

• Pupils with an Individual Learning Plan (ILP) will receive the same School Report as other pupils. However, it will be noted on the School Report that the pupil will also be assessed against the objectives of his/her ILP.

• A stand-alone page is available for Other National Language (ONL).

• ICT is evaluated as a general aspect of the child´s overall achievement.

Annexe VII: Calendar of the decentralised INSET

School	Date	Inspectors
ES Varese	19. 2.	D. Musilova, L. van den Bosch
ES Mol	26. 2.	D. Musilova, L. van den Bosch
ES Luxembourg II	18. 3.	D. Musilova, L. van den Bosch
ES Luxembourg I	20. 3.	D. Musilova, L. van den Bosch (ASS), R. Eimre (EEC)
ES Brussels IV	26. 3.	D. Musilova, L. van den Bosch
ES Bergen	2. 4.	L. van den Bosch, A. O´Sullivan
ES Munich	9. 4.	D. Musilova, L. van den Bosch
ES Karlsruhe	30. 4.	D. Musilova, L. van den Bosch
ES Brussels II	7. 5.	D. Musilova , L. van den Bosch
ES Brussels III	14. 5.	D. Musilova, L. van den Bosch (ASS), R. Eimre (EEC)
ES Culham	16. 5.	A. O´Sullivan
ES Alicante	20. 5.	D. Musilova, A. O´Sullivan
ES Brussels I	21. 5.	L. van den Bosch, M. Gourdi
ES Frankfurt	5. 6.	D. Musilova, L. van den Bosch

Annexe VIII: Implementation plan for the development of the digital version of the School report

- Integration of the digital version of the School report into SMS by September 2014
- September, October - testing of the function in the ES Brussels III and Bergen
- November, December - decentralised INSET in all schools
- The 'Assessment in the Primary Cycle' Working Group will monitor and evaluate implementation of the new assessment system from September 2014 until August 2016 and will keep the Board of Inspectors (Nursery and Primary) and the Joint Teaching Committee informed about the implementation process.

Annexe IX: Information about the process of development and piloting of the assessment tools

- **October 2011 -** Approval of the document Ref.: 2011-01-D-61-en-3 Assessment Policy of the ES by the BIP and the JTC

- **February 2012 -** Approval of the document Ref.: 2011-09-D-47-en-2 New Structure for all the Syllabuses in the system of the European Schools by the JBI and the JTC

- **Spring 2012 -** Survey on opinion of the schools on the existing School Report

- **Spring 2012 -** Survey on assessment systems of the EU countries

- **October 2012 -** Analysis of the surveys, first proposal of the concept of the Assessment tools (BIP and JTC), mandate for the development of the assessment tools

- **October 2012 –** Approval of the document Ref.: 2011-09-D-42-en-3 Implementation of the Assessment Policy in the ES

- **February 2013 -** Presentation of the system of the assessment tools and of the first draft of the School Report

- **Spring 2013 -** Piloting of the first draft of the School Report and of the criteria for assessment of subject objectives; analysis of the results, development of the second draft of the School Report and of the other assessment tools

- **June – September 2013 -** Piloting of the second draft of the School Report and of the criteria for assessment of subject objectives; analysis of the results

- **October 2013 -** Presentation of the School Report and of the system of the system of the assessment tools in the meeting of the BIP and the JTC

- **November 2013 – January 2014 -** Finalisation of the Schools report, piloting of the criteria for assessment of the cross-curricular learning areas, finalisation of the other assessment tools, development and piloting of the guideline on the portfolio

- **February 2014 –** Presentation of the complete system of the assessment concept and tools in the meetings of the BIP and the JTC