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## **Assessment tools for the Primary Cycle of the European Schools**

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Online

**Immediate entry into force**

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## Introduction

The current system of on-going assessment and self-assessment and mid-term/end-term formative and summative assessment of learning processes and results (the Toolkit) is in force since September 2014, and in line with the official Assessment Policy of the European Schools (Ref.: 2011-01-D-61)<sup>1</sup>.

The use of the assessment tools has been evaluated in the school year 2016-2017 and slightly revised document and tools are in force since 1<sup>st</sup> September 2018.

In recent years, the assessment of learning and assessment as learning - both processes and outcomes - have been at the centre of attention for education systems not only in EU countries, but throughout the world. Systematic attention to this area and the development and implementation of new assessment tools especially for assessment as learning is needed.

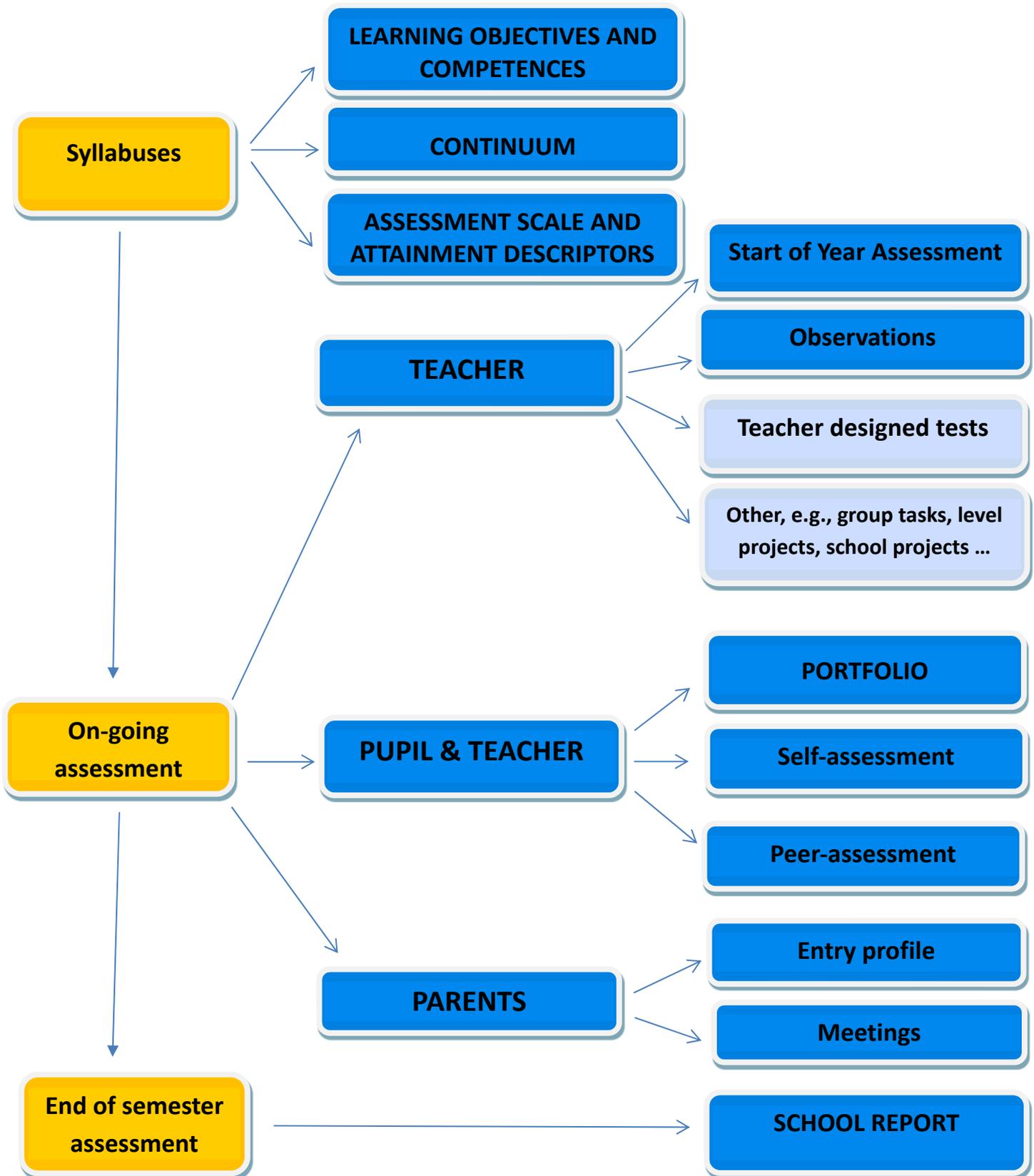
The period of the COVID-19 pandemic brought new challenges in this area, especially the question of how to ensure continuous and transparent formative assessment of learning during the distance learning context, how to communicate to parents about their children's progress and how to link the planning of learning with the assessment of learning and assessment as learning.

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

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<sup>1</sup> Aims, types and definitions of Assessment, as in use in the European Schools, can be found in this document.

# 1. Assessment Concept and Tools (Toolkit)<sup>2</sup>



<sup>2</sup> Some of the tools are obligatory (highlighted in dark blue in the diagram above) and others are within the school's remit (highlighted in light blue in the diagram above).

## 2. Description of Concept and Tools

### 2.1 Syllabuses

The syllabuses for the Primary Cycle are aligned with the Document *Structure for all syllabuses in the system of the European Schools* (Ref: 2011-09-D-47-en). They outline and describe the learning continuum (progression from one year to the next) and they contain learning objectives and competences, criteria for assessment and attainment descriptors (AD). The syllabuses are the basis of assessment.

### 2.2 On-going assessment

Assessment is not something you do at fixed moments in time, but it's an on-going process which involves different stakeholders: teachers, pupils and parents, and which reflects pupils' progression over time. Together, the stakeholders use a wide range of tools. These tools are important, because [they provide a range of different kinds of information and data and they provide a concrete measure of the child's learning in all aspects of his/her development.](#)

The obligatory tools are described below.

#### **Entry profile of the pupil**

The Entry profile (Annexe I-A and I-B) will be completed by parents, together with their child when the child enrolls [in](#) a European school. It provides the school and the teachers involved with information to anticipate the process of children's learning and serves as a first guide for monitoring progress.

#### **Start of Year Assessment**

[Start - of -year assessment \(Annex II\)](#) is relevant to every teacher in every school-system but is particularly relevant in the ES system where teachers and pupils may be new to the school and where, due to the large pupil population, existing pupils may not be very well known to all teachers. A Guidance Note (Annex 1 of the document Ref.: 2021-01-D-38-en-9) has been prepared and approved. Its purpose is to assist teachers establish levels of attainment and ability in L1, L2, Mathematics, the curriculum generally.

[The Guidance Note](#) also assists teachers to consider their pupils as learners generally at the start of the new school year and how they can ensure that their teaching optimises learning for all their pupils.

## Observation

Teacher observation is intrinsic to effective teaching and learning. Assessment tools and professional judgement help inform teachers' observation of their pupils' progress. In some particular instances, teachers may need to engage in focused observation of a pupil's learning and an easy guide to observation has been developed (Annex V) to assist teachers with this process in a harmonised way across the ES system.

## Assessment as learning:

In addition to the assessment **of** learning and the assessment **for** learning, the assessment policy for the European School places an emphasis on assessment **as** learning. **Sharing of assessment findings with pupils makes learning explicit to pupils thereby enhancing their capacity to understand their learning and apply their current learning to future learning.** This on-going sharing of assessment findings with pupils also develops pupils' capacity to self-assess their own learning. Sharing assessment findings with pupils and fostering the capacity of pupils to self-assess their learning develops pupils' concept of themselves as effective learners. This sense of self-efficacy as a learner will stand pupils in good stead as they continue their learning journey from the nursery to primary to secondary cycles.

## Self-assessment

Pupils' self-assessment is a fundamental part of formative assessment in order to help pupils to understand themselves as learners and how they learn. Self-assessment involves pupils reflecting upon and applying success criteria to understand their learning and their progress in learning. Self-assessment also helps pupils to plan their future learning; in this way pupils become agents in their own learning and develop 'learning to learn competences.'

## Peer-assessment

Peer assessment is a particular dimension to self-assessment which works with pupils' natural inclinations to enjoy working with and learning from their peers. As with self-assessment, pupils will need to understand the success criteria and will need guidance in how to engage in constructive dialogue with their peers.

## Portfolio

The Portfolio, **including in digital format**, 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 is used starting from the nursery cycle (N1) up to P5 and it is hoped that this might continue to the first class of the secondary-cycle (S1) and discussions are on-going with the assessment secondary-cycle working-group to develop formative assessment and to provide for continuity in assessment from the primary to the secondary-cycle. In order to support harmonisation between

classes and language sections and smooth transition to the secondary cycle, a common guideline (Annexe VI) is developed.

## **Meetings**

Systematic communication with parents and official meetings are important aspects of the assessment process. Sharing information about a pupil's development through parent/teacher meetings is very powerful. The pupil's presence at the request of the teacher is highly recommended. [The full range of assessment tools informs these meetings.](#)

## **General Criteria for Achievement of Subject Objectives**

The general criteria (Annexe III) are used both for on-going assessment and for mid/end term assessment within the whole primary curriculum. The subject specific Attainment Descriptors are aligned to these general criteria. This supports the process of harmonisation between subjects.

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

## **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 IV) are used for the whole Primary Cycle. This will support the process of harmonisation between classes and language sections.

## **2.3 End of semester assessment – School Report**

The School Report (Annexe VIIA) 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 end of semester assessment, the General Criteria for achievement of the subject objectives, the General Criteria for assessment of the cross-curricular learning areas (Annexes II and III) and the Attainment descriptors for each subject are used.

The School Report is communicated to pupils and parents twice a year (at the end of each semester).

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

The digital School Report is incorporated into the current School Management System.

## **3. School Guidelines on Assessment**

Use of other additional tools for assessment, record keeping, collecting data and information, analysis, identifying needs, reviewing impact [and](#) target-setting are all within the school's [and the individual teacher's professional](#) remit in order to monitor systematically the process of learning and its results. This Toolkit can be used as a framework for creating School Guidelines on Assessment (including content and procedures).

### 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!**

Annex I-B Entry Profile P2-P5

European school \_\_\_\_\_

School year 20\_\_ - 20\_\_

### 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)?:

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Any other comments:

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Date: \_\_\_\_\_

**THANK YOU!**

## Annex II: Start of Year Assessment

### Guidance Note on Start-of-Year Assessment in the nursery and primary cycles of the ES system

**Purpose of Guidance Note:** To assist teachers establish levels of attainment and ability in L1, L2, Mathematics, the curriculum generally and their pupils as learners at the start of the new school year in order to ensure that their teaching optimises learning for their pupils. Start -of- year assessment should also include the setting and communication of expectations to pupils and the generation of anticipation and enthusiasm for the year ahead.

**Rationale for the Guidance Note:** Start- of -year assessment is relevant to every teacher in every school-system but is particularly relevant in the ES system where teachers and pupils may be new to the school and where, due to the large pupil population, existing pupils may not be very well known to all teachers.

**Structure of the Guidance Note:** General guidelines are provided as bullet points to act as an “*aide- mémoire*” to teachers with particular mention made of teachers and pupils who are new to the system.

#### General Guidelines

- Start- of- year assessment should not replicate end of year assessment. The teacher should begin by reading the assessment information for each pupil in their class that was compiled at the end of the previous school year or that has arrived with a pupil new to the ES system. Subject-specific (e.g. L2 teachers) should read the assessment information available for their particular subject.
- Where the previous and current class/subject teacher are both in the school, both teachers will probably have had a handover meeting before the end of the Summer term. If that has not happened, both teachers should meet early in September to discuss each pupil. Both attainment and ability levels in L1, L2 and Maths should be discussed with particular attention paid to key concepts relevant to the start of the year for each class level. Where the previous teacher has left and/or the present teacher is new, school management should designate an appropriate colleague to undertake this meeting. This meeting should include not only a review of each pupil but a discussion around the expectations for learning at that class- level within the ES system.
- Each class teacher should identify the key concepts and skills in L1, L2 and Mathematics which are most significant for a strong beginning at their class level; teachers who have taught at that same level for a number of years will know this intuitively. Depending on the concept or skill, the teacher may decide that they need to focus on this explicitly with the pupils through specific lessons in order to assess current levels or they may decide that they can assess it through paying particular attention to noticing it as their pupils undertake their work generally. In the primary- cycle, teachers should share and discuss with their pupils, in an age-appropriate manner, what they are doing and why they are doing it.; pupils are usually pleased to return to school in September, to be in an older class, to have a new teacher, to have new books and are eager to engage in learning- and they will be receptive to their teacher’s interest in them and hearing of the expectations for their new learning journey.

- To identify the current state of knowledge and skills within the class and for individual pupils, the teacher uses common proven tools: discussions, observations, tests, methods of self-assessment, etc., which can be confronted the portfolio and the School report from the previous school year.
- At the end of each week in September, the teacher should lead a discussion among the pupils where pupils and teachers share their observations regarding learning and set expectations for the following week. For other subjects, teachers can consider sharing their periodic planning with the pupils or otherwise inform them about planned learning areas, topics and objectives and lead a general discussion on what will be explored during the term. This has the benefit of generating anticipation and enthusiasm among pupils, encouraging them to link the intended learning with their previous learning, and allowing the teacher to get a sense of current levels of knowledge and skills.
- At the end of September, teachers new to the ES system should have a meeting with nursery or primary management where they jointly review work completed by pupils to date to ensure that it is at an appropriate level for the ES system and for each particular pupil.

## Annex III 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
<b>+</b>	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.
<b>++</b>	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.
<b>+++</b>	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.
<b>++++</b>	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 IV: General Criteria for Assessment of the Cross-curricular Learning Areas**

<b>The child as a learner</b>	
<b>Engages in learning</b>	The child is actively involved (asks and answers questions, is curious, explores, inquires ...) in his/her learning and activities. (S)he focuses on tasks.
<b>Listens attentively</b>	The child understands and responds to lessons and instructions.
<b>Develops working habits</b>	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.
<b>Works independently</b>	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.
<b>Perseveres with difficult tasks</b>	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.
<b>Produces quality homework</b>	Homework is completed conscientiously and meets deadlines. The work reflects the child's understanding.
<b>Presents work carefully</b>	The child checks her/his work and presents it in a logical way. Her/his written work is structured and neat.
<b>Uses ICT</b>	The child can manipulate ICT tools. (S)he uses ICT to accomplish tasks, to find information and to communicate with others.
<b>The child as a person</b>	
<b>Seems happy at school</b>	The child enjoys life at school. (S)he feels comfortable in class/school. (S)he willingly participates in activities.
<b>Is self-confident</b>	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.
<b>Manages and expresses own feelings</b>	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.
<b>Evaluates own progress</b>	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.

<b>The child and the others</b>	
<b>Respects class rules</b>	The child follows the agreed rules in the classroom. He/she shows self-discipline and controls her/his own behaviour.
<b>Respects school rules</b>	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.
<b>Cooperates with others</b>	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.
<b>Respects others</b>	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.
<b>Shows empathy</b>	The child is sensitive to the feelings and needs of others. The child shows consideration for others.

**++++** *Most of the time*  
**+++** *Frequently*  
**++** *Sometimes*  
**+** *Seldom*

## Annex V: Easy Guide to Observation/Primary cycle within the classroom settings

### 1. What does Observation mean?

Observation is one method among assessments tools and is used by teachers on a regular daily basis. Observing pupils is nothing new, and the guideline below is meant to facilitate this daily work, not to add additional duties or responsibilities.

Observations can take various forms; scheduled, spontaneous, directed, non-directed, recorded and non-recorded. This will depend on the situation and the pupils in the class.

### 2. What does the teacher need?

Teachers need to understand the **key principles of assessment**. They need to choose from a range of different tools, selecting the method, which is most appropriate, depending on the purpose of the observation.

The teacher should situate the pupil in a learning path marked out by the curriculum expectations. It is important to compare the pupil's achievements or performances with his/her previous ones, as well as assessing the pupil against the curriculum objectives.

Sometimes it is necessary to focus the teacher's attention on a particular pupil, due to his/her individual needs. These observations may need to be recorded to facilitate further help or support for the pupil.

### 3. How to observe?

<p>1</p> <p>Areas of focus</p>	<p>The observation of pupils' achievements may focus on:</p> <ul style="list-style-type: none"> <li>• cognitive level</li> <li>• linguistic ability</li> <li>• progress made in relation to the curriculum</li> <li>• sensorimotor functioning,</li> <li>• psycho-affective, socio-affective functioning (well-being of pupil)</li> <li>• behaviour</li> <li>• attitude and engagement to learning</li> <li>• ability to self-assessment (portfolio)</li> <li>• autonomy and independence in the process of learning</li> <li>• relationship to their peers in the classroom/playground</li> <li>• any other area the teacher considers important/relevant</li> </ul>
<p>2</p> <p>Context</p>	<p>It is necessary to observe pupils in different situations:</p> <ul style="list-style-type: none"> <li>- exploration</li> <li>- practical situations</li> <li>- application of acquired knowledge/skill to a new situation</li> <li>- assessment</li> </ul> <p>The situations mentioned above can take place individually, with partners, small group, or collective situations.</p>
<p>3</p> <p>Tools</p>	<ul style="list-style-type: none"> <li>- learning objectives of the syllabuses and attainment descriptors</li> </ul>

	<ul style="list-style-type: none"> <li>- define group or individual "success criteria" with reference to the curriculum expectations</li> <li>- unified templates available for all types of observation.</li> <li>- methods of recording these observations could include: a notebook/word document/a chart, notes on the pupil's work, visual/audio recording, communication with other colleagues/parents, official school documents, etc.</li> <li>- portfolio (physical, digital or mixed)</li> <li>- another document visualising progress, e.g. a progress book.</li> </ul>
<p>4</p> <p>Outcomes for pupils/teachers</p>	<p>Observation leads to:</p> <ul style="list-style-type: none"> <li>- support appropriate development of the pupil's learning potential, individual abilities and interests.</li> <li>- differentiation</li> <li>- organising groups of needs and/or skills</li> <li>- providing general or moderate educational support</li> <li>- the setting up of further investigation by specialists</li> <li>- a better understanding of the pupil/class</li> <li>- adjustments that encourage the pupil to engage and progress in learning</li> <li>- sufficiently ambitious situations that stimulate the desire to learn and progress</li> <li>- development of the pupil's ability of self-reflection and self-evaluation</li> <li>- teacher self-evaluation: <i>What I have learnt when teaching?</i></li> </ul>
<p>5</p> <p>Transition between cycles and levels</p>	<ul style="list-style-type: none"> <li>- The next class teacher should observe the pupils in their current environment.</li> <li>- Based on these observations and results, all teachers should put in place, as soon as possible, the necessary actions to ensure a smooth transition.</li> </ul>

## Annex VI: Easy Guide to Portfolio (including digital format)

### 10 key items

<b>1</b> <b>Aim</b>	<b>- To visualize, activate, record, and examine learning process and progress over time.</b>		
<b>2</b> <b>Objectives and functions</b>	<b>For the pupil</b>	<b>For the teacher</b>	<b>For the parents</b>
	<ul style="list-style-type: none"> <li>- To develop awareness of his/her identity</li> <li>- To build positive self-esteem</li> <li>- To show what he/she likes, does not like</li> <li>- To stimulate thinking and awareness of what he/she knows and can do</li> <li>- To enjoy learning and be motivated to learn</li> <li>- To reflect on his/her progress, to make it visible</li> </ul>	<ul style="list-style-type: none"> <li>- To help the pupil develop his/her identity</li> <li>- To highlight success</li> <li>- To recognize and encourage interests</li> <li>- To give an overall picture of the pupil's learning and achievements.</li> <li>- To help the child to identify and use his/her knowledge and learn new things.</li> <li>- To make the pupil's progress visible</li> <li>- to create means for the pupil's self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- To reflect family stories, culture and languages</li> <li>- To appreciate success</li> <li>- To recognize and discuss the child's interests and preferences.</li> <li>- To be aware of the child's knowledge and abilities</li> <li>- To motivate the child to learning</li> <li>- To see the child's progress</li> <li>- To encourage reflectiveness and a positive attitude which favors progress.</li> </ul>
<b>3</b> <b>Portfolio as a tool for assessment</b>	<p>A Portfolio is a systematic compilation of pupil's work that exhibit the pupil's efforts, progress, and achievements.</p> <p>A Portfolio makes the pupil's performance visible and demonstrates levels of achievement in different areas of the curriculum. It helps pupils identify what they know, understand, can do, and feel at different stages of the learning process. Portfolios help them set goals for learning, review their goals periodically and assume responsibility for their own learning.</p> <p>A Portfolio provides an overall picture of the child for teachers and allows the school community to be informed partners in the pupil's learning.</p>		

<p><b>4</b></p> <p><b>Work with portfolio</b></p>	<p>The pupil himself/herself chooses documents to be put into portfolio. This process is fundamental for developing the ability to self-evaluate.</p> <p>Teachers will need to help the pupil to build his/her own portfolio, acting as a guide, helping the pupil make reasoned choices about what to include. They will need to help the pupils choose samples of work from different learning areas (both cross-curricular and subject areas).</p> <p>The pupil does not only choose and add his/her work into portfolio, but under the teacher's guidance regularly compares, characterizes, and assesses either single documents or areas of his/her work to become self-reflective and independent.</p>
<p><b>5</b></p> <p><b>Criteria</b></p>	<p>Criteria for the creation and use of the portfolio:</p> <ul style="list-style-type: none"> <li>- <i>Criteria related to GDPR</i> are harmonised across the system of the ES.<sup>3</sup></li> <li>- <i>Technical criteria</i> (format, processing, storage etc.) will be set by the school.</li> </ul> <p>For the portfolio to achieve its purpose, it is important that the teacher explains to the pupils the role and importance of the portfolio, which is to show the pupil's progress over time, and that it is they who are evaluating their work and progress.</p>
<p><b>6</b></p> <p><b>Content</b></p>	<p>The portfolio includes the following:</p> <ul style="list-style-type: none"> <li>• Learner's Biography (all about me)</li> <li>• Learner's Progress (in subject areas and cross-curricular areas)</li> <li>• Evaluation (e. g. self-assessment, peer-reviews, teacher's feedback, parent's comments)</li> </ul> <p>The portfolio can include various visual and audio documents, occasionally with some reflection by the child, such as: working sheets, pictures, drawings, notes, symbols, charts, photos, videos, records of songs, performances etc. All the documents should illustrate competences developed by the child. It is important that adults (teachers, support assistants, parents) also include some of their own feedback on the child's work.</p>
<p><b>7</b></p> <p><b>Sustainability</b></p>	<p>In order to make growth and progression visible, a portfolio should reflect a longer period and should exceed a single school year. N1/N2/P1/ P2/P3, P4/P5.</p>
<p><b>8</b></p> <p><b>Ownership</b></p>	<p>The child is the owner of the portfolio. However, it is an assessment tool and therefore teachers have full access to it during the duration of the portfolio's development. Both pupils and teachers 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.</p>
<p><b>9</b></p> <p><b>Format</b></p>	<p>The portfolio can have different forms:</p> <ul style="list-style-type: none"> <li>- Physical: notebook, folder, box, drawer etc.,</li> </ul>

<sup>3</sup> Memorandum Ref.: 2021-04-M-4-en

	<ul style="list-style-type: none"><li>- Digital: OneNote Class notebook or PowerPoint(recommended)</li><li>- Mixed: one part in paper and another one digital</li></ul>
<b>10</b> <b>Transition</b>	The use of portfolios is important in relation to transition and can be used as a tool to demonstrate to the next teacher the work and development of the child.



Pupil:  
Date of Birth:  
Class:  
Class Teacher:

EUROPEAN SCHOOL \_\_\_\_\_

## SCHOOL REPORT 20\_\_ - 20\_\_

The child as a learner	2nd sem
Engages in learning	
Listens attentively	
Develops working habits	
Works independently	
Perseveres with difficult tasks	
Uses ICT	
Presents work carefully	
Produces quality homework	
<b>Comments</b>	

The child as a person	2nd sem
Seems happy at school	
Is self-confident	
Manages and expresses own feelings	
Evaluates own progress	
<b>Comments</b>	

The child and others	2nd sem
Respects class rules	
Respects school rules	
Cooperates with others	
Respects others	
Shows empathy	
<b>Comments</b>	

- ++++ Most of the time
- +++ Frequently
- ++ Sometimes
- + Seldom



EUROPEAN SCHOOL

Pupil:

Class:

Learning area: Language 1	Achievement
Teacher:	2nd sem
Listening and understanding	
Speaking	
Reading and understanding	
Writing	
Linguistic development	
<b>The child's strengths</b>	
<b>Areas for future development</b>	

Domaine d'apprentissage: L2	Performances
Le Professeur	2ème sem
Ecouter/ comprendre	
Lire/ comprendre	
Parler en interaction	
Parler en continu	
Ecrire	
Compétences linguistiques	
<b>Réussites</b>	
<b>A retravailler</b>	



EUROPEAN SCHOOL

Pupil:

Class:

<b>Learning area: Mathematics</b>	<b>Achievement</b>
<b>Teacher</b>	<b>2nd sem</b>
Knowledge and comprehension	
Methods	
Problem solving	
Interpretation and evaluation	
Communication	
Digital competence	
<b>The child's strengths</b>	
<b>Areas for future development</b>	
<b>Learning area: Discovery of the World</b>	<b>Achievement</b>
<b>Teacher</b>	<b>2nd sem</b>
Biological	
Technological	
Geographical	
Historical	
Socio-cultural	
<b>The child's strengths</b>	
<b>Areas for future development</b>	
<b>Learning area: Art</b>	<b>Achievement</b>
<b>Teacher</b>	<b>2nd sem</b>
Plastic and static visual arts	
The arts and entertainment	
<b>The child's strengths</b>	
<b>Areas for future development</b>	



EUROPEAN SCHOOL

Pupil:

Class:

<b>Learning area: Music</b>	<b>Achievement</b>
<b>Teacher</b>	<b>2<sup>nd</sup> sem</b>
Perception	
Interpretation	
Creation	
<b>The child's strengths</b>	
<b>Areas for future development</b>	
<b>Learning area: Physical Education</b>	<b>Achievement</b>
<b>Teacher</b>	<b>2nd sem</b>
Individual activities	
Team activities	
Swimming	
<b>The child's strengths</b>	
<b>Areas for future development</b>	
<b>Learning area: Religion/Ethics</b>	<b>Achievement</b>
<b>Teacher</b>	<b>2ne sem</b>
Religion/Ethics	
<b>The child's strengths</b>	
<b>Areas for future development</b>	
<b>Learning area: European Hours</b>	<b>Achievement</b>
<b>Teacher</b>	<b>2nd sem</b>
Communication and working with others	
<b>The child's strengths</b>	
<b>Areas for future development</b>	



EUROPEAN SCHOOL

Pupil:

Class:

- ++++ Learning objectives are fully achieved
- +++ Learning objectives are satisfactorily achieved
- ++ Learning objectives are partially achieved
- + Learning objectives are not yet achieved

### ABSENCES

Authorised ..... Days

Unauthorised ..... Days

### DECISION OF THE CLASS COUNCIL

The pupil is/is not promoted

### DATE

### SIGNATURES

Class teacher

Director

Parents/Guardians

## Annexe VII B: Guideline on end of semester 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.**
- Teachers use the **General Criteria for assessment of the cross-curricular learning areas** for page 1.
- Teachers use the **General Criteria and subject specific Attainment Descriptors for achievement of learning objectives.**
- **The School Report is communicated to pupils and parents twice a year.** A School Report reflects the results of the semester involved related to the objectives and content covered in that semester.
- The final decision regarding promotion to the year above lies with the Class Council.
- LI and LII are assessed taking into account two aspects:
  1. **general competences** (listening and understanding, speaking, reading and writing)
  2. **linguistic development** (e.g. grammar, orthography, phonology, vocabulary...)
- Pupils with an **Individual Learning Plan (ILP) without an adapted curriculum** will receive the same School Report as other pupils and will be assessed against the objectives in the Syllabus corresponding to the level of the class. A note about an existing ILP can be made in the comment boxes. Pupils with an **Individual Learning Plan (ILP) with an adapted curriculum** will receive the same School Report as other pupils. However, it must be noted (in the comment boxes) on the School Report that these pupils will also be assessed against the objectives of his/her ILP (where relevant).
- 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 VIII: Information about the process of development 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
- **School year 2016-2017** – Evaluation of the implementation and use of the assessment tools.
- **February 2018** – Updated document 2013-09-D-38-en-7.
- **October 2020**- The assessment working group for the nursery and primary cycles was established by mandate on a long-term basis.
- **February 2021**- New assessment tools were developed to be implemented from September 2021.
- **October 2021** - Updated document 2013-09-D-38-en-9.