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Assessment Tools for the Primary Cycle of the European Schools

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[1] Addition of some amendments or some points of details in the annexes, but no changes content-related.

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Introduction

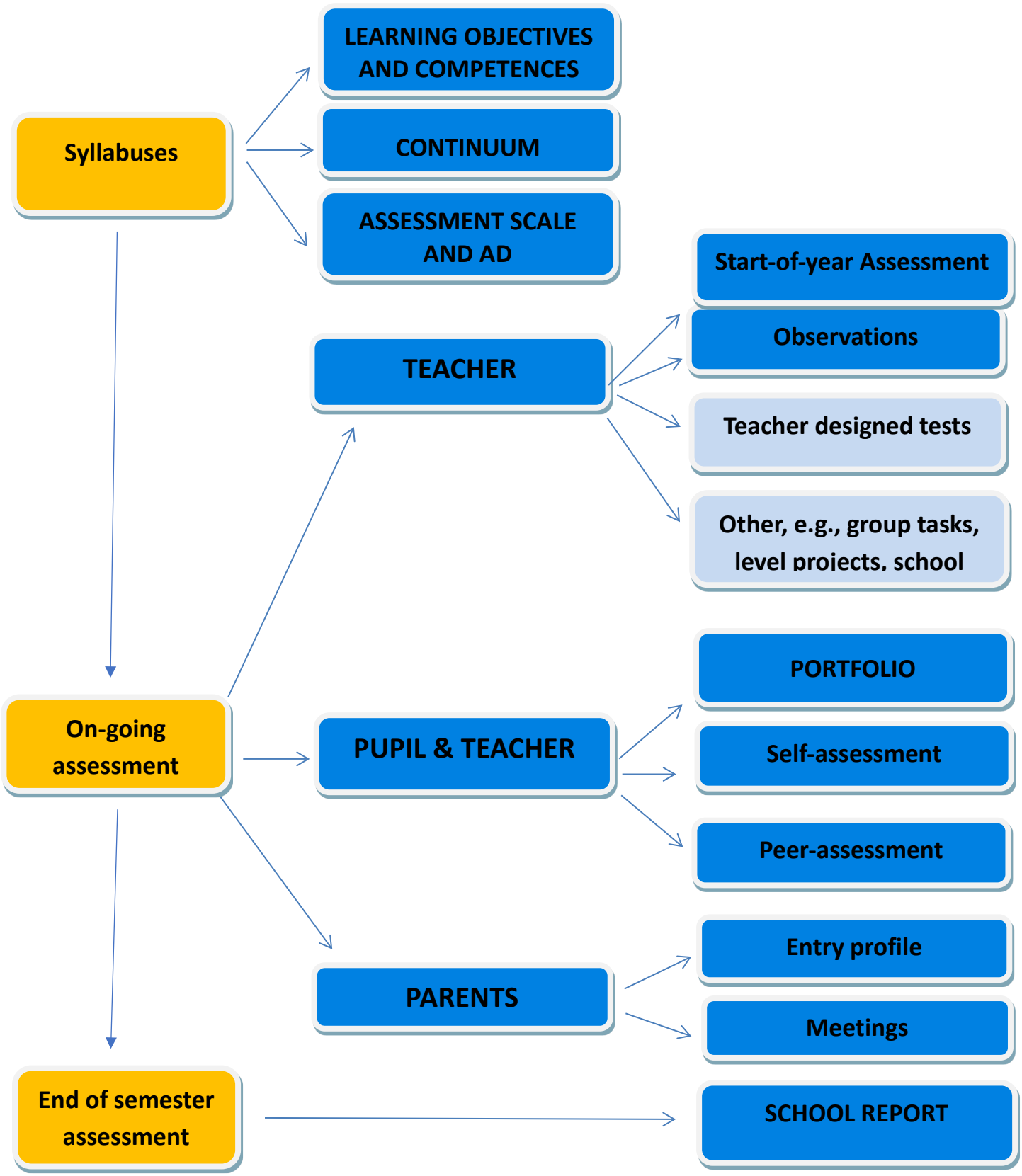
The current concept of on-going assessment, self-assessment, mid-term/end-term formative and summative assessment of learning processes and results (the Toolkit) is in force since September 2014. The use of the assessment tools has been continuously evaluated. The tools themselves take notice of European Union strategies in this area and are informed by the actual situation and needs of the ES system.

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 is in line with the official Assessment Policy of the European Schools (Ref.: 2011-01-D-61) updated and approved by the Joint Teaching Committee in February 2022. The obligatory assessment tools with relevant guidelines and instructions are added to the document as the Annexes I – VIII.

1. Assessment Concept and Tools (Toolkit)2



[2] 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 (Annex I-A and I-B) will be completed by parents, together with their child when the child enrols 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 an exercise in assessment *for* learning. Start-of-year assessment is about teachers tuning into their pupils as they begin the new school year to get a sense of existing levels of learning and build up anticipation for learning in the year ahead. Teachers make use of the assessment information gathered at the end of the previous school year to decide on starting points for the new school year. Teachers have conversations with their pupils about their experiences and preferences in learning and build up anticipation for the year ahead by sharing information with their pupils about the curriculum and teaching and learning approaches in the new class level.

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. A Guidance Note (Annex II) 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 both paper and/or 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 (Annex VI) is developed.

Meetings

Systematic communication with parents and official meetings are very important aspects of the assessment process. Sharing information about a pupil's development through parent/teacher meetings is very powerful. Involving pupils in these meetings can add to the impact of these meetings.

The pupils' active participation in these meetings is highly recommended and the pupils' portfolio should inform this involvement. Pupils can participate in meetings in a number of ways:

- Pupils can participate in the preparation of the parent- teacher meeting where the teacher has a conversation with each pupil eliciting their experience of the learning process.

- Pupils could attend the parent - teacher meeting.

- Pupils could attend part of the parent - teacher meeting.

General Criteria for Achievement of Subject Objectives

The general criteria (Annex 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 (Annex IV) are used for the whole Primary Cycle. This will support the process of harmonisation between classes and language sections.

2.3 School Report

The School Reports (Annexes VIIA and VIIB) are obligatory tools which record 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 Child as a Learner, The Child as a Person and The Child and the Others' (Annexes II and III) and the Attainment descriptors for each subject are used.

The School Report is communicated to pupils and parents 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 (Annex VIIC).

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

First Semester School Report

The aim of the First Semester School Report is to give parents and pupils an overview of the academic progress the child has made during the first semester. The report should identify areas of strength as well as areas where the child can make further development.

Pupils will have an individual meeting with their class teacher to discuss their portfolio and their goals. It can be organised during teaching time.

Teachers can invite parents for a meeting to discuss their child's progress when necessary or appropriate.

Second Semester School Report

The Second Semester School Report takes stock of a pupil's learning throughout the school year. It provides a record of attainment and commentary from teachers regarding both the achievement and progress of pupils. Included within this, but not graded, is the teacher's commentary on the pupil's personal and social development as well as their development as a learner.

Pupils should be involved in the creation of the Second Semester School report through conversations with their teachers based on their experience of the learning process and the learning portfolios. The Second Semester School report should be used as the basis for planning the next stage of the pupil's learning journey.

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).

Annex I-A Entry Profile P1

European school _____ **School year 20__ - 20___**

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): _____

Parent(s)'/Guardian(s)' name and surname: _____

Parent(s)'/Guardian(s)' name and surname: _____

Other carers' names and surnames: _____

_____

Languages spoken at home - **Parent/Guardian:** _____ **Parent/Guardian** _____

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): _____

Parent(s)'/Guardian(s)' name and surname: _____

Parent(s)'/Guardian(s)' name and surname: _____

Other carers' names and surnames: _____

_____

Languages spoken at home - **Parent/Guardian**: _____ **Parent/Guardian**: _____

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!

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

Exceptional, excellent results – in comment boxes

Annex IV: General Criteria for The Child as a Learner, The Child as a Person, The Child and the Others

The Child as a Learner	
Enjoys engaging in learning.	The pupil is actively involved (asks and answers questions, is curious, explores, inquires etc.) in his/her learning and activities. Enjoyment arises from a sense of curiosity, from learning something new and developing as a learner.
Focuses and sustains attention.	The pupil listens, understands and responds to lessons and instructions. The pupil is able to concentrate on a task for an extended period of time that is appropriate for his/her age.
Is developing appropriate learning habits.	The pupil plans and organises his/her work following the teacher's instructions and expectations. He/she begins and completes work on time. He/she keeps his/her working place organised, develops and follows classroom routines and builds on learning strategies that support his/her own learning. The pupil can work independently, takes the initiative and is not constantly reliant on the teacher. Homework is completed conscientiously and meets deadlines. The work reflects the child´s understanding.
Persists with increasingly challenging tasks.	In case of a challenging task the child does not give up at the first obstacle and can persist despite difficulties. He/she understands that mistakes are a part of the learning process. FAIL = First Attempt in Learning. He/she looks for new information and solutions in order to accomplish the task.
Applies critical thinking and problem-solving skills.	The pupil is aware of the diversity of the world around him/her and is interested in questioning and investigating it. The pupil assesses arguments, analyses what evidence supports them and makes a reasoned decision about the validity of those arguments. He/she is able to think on their feet, assess problems, use knowledge, facts, and data to effectively solve problems using various strategies.
Makes connections across subjects.	The pupil is able to transfer experience, knowledge and skills gained in one topic/subject to another area of the curriculum. The pupil makes connections between different topics/subjects and how they relate to the world around them.
Assesses his/her progress realistically.	The pupil collects records and reflects on his/her achievements. He/she assesses his/her work and can reflect on his/her own learning experiences. He/she can monitor progress, recognise his/her strengths and weaknesses and adapt accordingly.

	He/she a sense of ownership of their learning, takes pride in their learning and can follow guidelines to improve their learning.
Is achieving well in relation to his/her ability.	The pupil puts effort into his/her work and strives to achieve his/her full potential.
The Child as a Person	
Seems content at school.	The pupil enjoys life at school. He/she feels comfortable in class/school. He/she willingly participates in the full range of activities, both inside and outside of school.
Is aware of and knows how to influence his/her development as a person.	He/she is aware of his/her strengths and weaknesses. The pupil considers and acts to develop his/her talents and interests. The pupil is willing to listen to and to accept feedback on areas for development. He/she can set appropriate goals based on developing different areas for improvement. The pupil can reflect on their learning journey, including the academic, personal and social.
Manages and expresses his/her own needs, wishes and feelings.	The pupil expresses his/her own needs, wishes and feelings in an appropriate manner respecting him/herself, others and the school environment. The pupil is aware of where to receive help and is not afraid to ask for it when needed.
Demonstrates an enquiring and open-minded attitude towards themselves and others.	The pupil notices the diversity of the world around them. He/she has a desire to understand more about other cultures/communities/religions/languages etc. The pupil is willing to learn about the world from another person's point of view. He/she understands that people may have different opinions and is willing to listen and to respect them. He/she is tolerant and respectful towards others.
Recognises appropriate and inappropriate behaviour in themselves.	He/she knows what is right and wrong and can present his/her opinion in an appropriate way. He/she responds to the behaviour of others in an appropriate way. He/she is not afraid of expressing his/her opinion even if it is different from others.
Is self-assured across the full range of settings at school.	The pupil feels safe and comfortable in different settings around the school including the canteen, the playground, the library, on school transport, on school trips etc. He/she is able to adapt to different settings, situations, pupils and teachers and acts accordingly.
The child and the others	
Contributes to the development of class rules and follows them	The pupil is involved in creating the class rules and follows them in the classroom. He/she regulates his/her own behaviour in a classroom setting.

Understands and respects school rules.	The pupil understands and follows the agreed rules of the school, in the corridors, in the canteen, on the playground, on school trips etc. He/she regulates his/her own behaviour in the school setting.
Cooperates respectfully with others.	The pupil works and plays with others in a respectful way. He/she interacts, shares ideas, recognises different points of view, negotiates and reaches a solution/compromise. He/she assumes different roles in various situations. By working with others, the pupil identifies new approaches and ways of thinking.
Is aware of and is responsive to the needs of others.	The pupil is sensitive to the feelings and needs of others. He/she can moderate their behaviour depending on the feelings and/or behaviour of children/adults around them. The pupil shows consideration for others and is aware of how his/her words and actions affect them. He/she is willing to help other children and adults in various situations and settings.

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?

1 Areas of focus	The observation of pupils' achievements may focus on: • cognitive level • linguistic ability • progress made in relation to the curriculum • sensorimotor functioning, • psycho-affective, socio-affective functioning (well-being of pupil) • behaviour • attitude and engagement to learning • ability to self-assessment (portfolio) • autonomy and independence in the process of learning • relationship to their peers in the classroom/playground • any other area the teacher considers important/relevant
2 Context	It is necessary to observe pupils in different situations: - exploration - practical situations - application of acquired knowledge/skill to a new situation - assessment The situations mentioned above can take place individually, with partners, small group, or collective situations.

3 Tools	- learning objectives of the syllabuses and attainment descriptors - define group or individual "success criteria" with reference to the curriculum expectations - unified templates available for all types of observation. - 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. - portfolio (physical, digital or mixed) - another document visualising progress, e.g. a progress book.
4 Outcomes for pupils/teachers	Observation leads to: - support appropriate development of the pupil´s learning potential, individual abilities and interests. - differentiation - organising groups of needs and/or skills - providing general or moderate educational support - the setting up of further investigation by specialists - a better understanding of the pupil/class - adjustments that encourage the pupil to engage and progress in learning - sufficiently ambitious situations that stimulate the desire to learn and progress -development of the pupil´s ability of self-reflection and self-evaluation - teacher self-evaluation: *What I have learnt when teaching?*
5 Transition between cycles and levels	- The next class teacher should observe the pupils in their current environment. - Based on these observations and results, all teachers should put in place, as soon as possible, the necessary actions to ensure a smooth transition.

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

10 key items

1 **Aim**	**- To visualize, activate, record, and examine learning process and progress over time.**		
2 **Objectives and functions**	**For the pupil**	**For the teacher**	**For the parents**
	- To develop awareness of his/her identity - To build positive self-esteem - To show what he/she likes, does not like - To stimulate thinking and awareness of what he/she knows and can do - To enjoy learning and be motivated to learn - To reflect on his/her progress, to make it visible	- To help the pupil develop his/her identity - To highlight success - To recognize and encourage interests - To give an overall picture of the pupil´s learning and achievements. - To help the child to identify and use his/her knowledge and learn new things. - To make the pupil´s progress visible - to create means for the pupil´s self-evaluation.	- To reflect family stories, culture and languages - To appreciate success - To recognize and discuss the child's interests and preferences. - To be aware of the child's knowledge and abilities - To motivate the child to learning - To see the child´s progress - To encourage reflectiveness and a positive attitude which favors progress.
3 **Portfolio as a tool for assessment**	A Portfolio is a systematic compilation of pupil's work that exhibit the pupil's efforts, progress, and achievements. 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. 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.		
4 **Work with portfolio**	The pupil himself/herself chooses documents to be put into portfolio. This process is fundamental for developing the ability to self-evaluate.		

	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). 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.
5 **Criteria**	Criteria for the creation and use of the portfolio: - *Criteria related to GDPR* are harmonised across the system of the ES.[3] - *Technical criteria* (format, processing, storage etc.) will be set by the school. 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.
6 **Content**	The portfolio includes the following: • Learner's Biography (all about me) • Learner's Progress (in subject areas and cross-curricular areas) • Evaluation (e. g. self-assessment, peer-reviews, teacher's feedback, parent's comments) 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.
7 **Sustainability**	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.
8 **Ownership**	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.
9 **Format**	The portfolio can have different forms: - Physical: notebook, folder, box, drawer etc., - Digital: OneNote Class notebook or PowerPoint(recommended) - Mixed: one part in paper and another one digital
10 **Transition**	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.

[3] Memorandum Ref.: 2021-04-M-4-en

Annex VII A: School Report First Semester



Pupil:
Date of Birth:
Class:
Class Teacher: ...

School Report 2024/2025

First Semester School Report

Subject	Five grade scale	Teacher's comments (Strengths and areas for development)
Language 1 (English) Teacher:		
Other National Language		
Language 2 (German) Teacher:		
Mathematics Teacher:		
Discovery of the World Teacher:		
Art Teacher:		
Music Teacher:		
Physical Education Teacher:		
Religion/Ethics Teacher:		
European Hours Teacher:		
Additional information:		

Date ../../20.. *Class Teacher* *Director*

+++++ Learning objectives are completely achieved
++++ Learning objectives are almost completely achieved
+++ Learning objectives are partially achieved
++ A few learning objectives are achieved
+ Learning objectives are not yet achieved

Annex VII B: Second Semester School Report

Pupil:
Date of Birth:
Class:
Class Teacher:

EUROPEAN SCHOOL ……

SCHOOL REPORT 2024-2025

Second Semester School Report

The child as a learner	**Achieved /** Doing great / Working at grade level /	**Partially achieved /** Learning this / In progress / Developing
Enjoys engaging in learning.	✓	
Is developing appropriate learning habits.		✓
Applies critical thinking and problem-solving skills.		
Assesses his/her progress realistically.		
Focuses and sustains attention.		
Persists with increasingly challenging tasks.		
Makes connections across subjects.		
Is achieving well in relation to his/her ability.		
Teacher's comments (strengths and areas for development explaining the judgement of ' achieved' or 'partially achieve		

The child as a person
Areas to be considered: -Seems content at school. -Manages and expresses his/her needs, wishes and feelings appropriately -Can recognise inappropriate behaviour in themselves and respond appropriately. -Is aware of and knows how to influence his/her development as a person. -Demonstrates an enquiring and open-minded attitude towards themselves and others. -Is self-assured across the full range of settings at school.
Teacher's comments (strengths and areas for development)

The child and others
Areas to be considered: -Contributes to the development of class rules and follows them. -Cooperates respectfully with others. -Understands and respects school rules. Can respond appropriately to the behaviour of others. -Is aware of and is responsive to the needs of others.
Teacher's comments (strengths and areas for development)

EUROPEAN SCHOOL

Pupil:

Class:

Learning area: : Language 1		**Teacher:**	
Listening and understanding		Speaking	
Reading and understanding		Writing	
Linguistic development			
Teacher's comments (strengths and areas for development)			

Domaine d'apprentissage : L2		**Enseignant :**	
Ecouter/ comprendre		Lire/ comprendre	
Parler en interaction		Parler en continu	
Ecrire		Compétences linguistiques	
Commentaires de l'enseignant (réussites et domaines à développer)			

Learning area: Mathematics		**Teacher:**	
Knowledge and Comprehension		Methods	
Problem solving		Interpretation and Evaluation	
Communication		Digital Competence	
Teacher's comments (strengths and areas for development)			

Learning area: Discovery of the World		**Teacher:**	
Biological		Technological	
Geographical		Historical	
Socio-cultural			
Teacher's comments (strengths and areas for development)			

EUROPEAN SCHOOL

Pupil:

Class:

Learning area: Art		**Teacher:**	
Plastic and static visual arts		The arts and entertainment	
Teacher's comments (strengths and areas for development)			

Learning area: Music		**Teacher:**	
Perception		Interpretation	
Creation			
Teacher's comments (strengths and areas for development)			

Learning area: Physical Education		**Teacher:**	
Individual activities		Team activities	
Swimming			
Teacher's comments (strengths and areas for development)			

Learning area: Religion/Ethics		**Teacher:**	
Religion/Ethics			
Teacher's comments (strengths and areas for development)			

Learning area: European Hours		**Teacher:**	
Communication and working with others			
Teacher's comments (strengths and areas for development)			

+++++ Learning objectives are completely achieved
++++ Learning objectives are almost completely achieved
+++ Learning objectives are partially achieved
++ A few learning objectives are achieved
+ Learning objectives are not yet achieved

EUROPEAN SCHOOL
Pupil:

Class:

ABSENCES	
Authorised ..... Days	**Unauthorised ..... Days**

DECISION OF THE CLASS COUNCIL
The pupil is/is not promoted and will repeat the year/ is not promoted and will be in progression next school year

DATE:

SIGNATURES	
Class teacher	**Director**

Annex VII C : Second Semester School Report for pupils under progression



Pupil:
Date of Birth:
Class:
Class Teacher:

EUROPEAN SCHOOL …….

SCHOOL REPORT 2024-2025

Second Semester Report

The child as a learner	**Achieved /** Doing great / Working at grade level /	**Partially achieved /** Learning this / In progress / Developing
Enjoys engaging in learning.	✓	
Is developing appropriate learning habits.		✓
Applies critical thinking and problem-solving skills.		
Assesses his/her progress realistically.		
Focuses and sustains attention.		
Persists with increasingly challenging tasks.		
Makes connections across subjects.		
Is achieving well in relation to his/her ability.		
Teacher's comments (strengths and areas for development)		

The child as a person
Areas to be considered: -Seems content at school. -Manages and expresses his/her needs, wishes and feelings appropriately -Can recognise inappropriate behaviour in themselves and respond appropriately. -Is aware of and knows how to influence his/her development as a person. -Demonstrates an enquiring and open-minded attitude towards themselves and others. -Is self-assured across the full range of settings at school.
Teacher's comments (strengths and areas for development)

The child and others
Areas to be considered: -Contributes to the development of class rules and follows them. -Cooperates respectfully with others. -Understands and respects school rules. Can respond appropriately to the behaviour of others. -Is aware of and is responsive to the needs of others.
Teacher's comments (strengths and areas for development)

Learning area: Language 1	**Achievement**	
Teacher:	**P..(year level) Learning Objectives**	**Modified Curriculum - Objectives from Individual Learning Plan**
Listening and understanding		
Speaking		
Reading and understanding		
Writing		
Linguistic development		
Teacher's comments (strengths and areas for development)		
The modified curriculum has been assessed in further detail in his/her ILP, please see this document for more details.		

Learning area: Language 2	**Achievement**	
Enseignant:	**P..(year level) Learning Objectives**	**Modified Curriculum - Objectives from Individual Learning Plan**
Ecouter/ comprendre		
Lire/ comprendre		
Parler en interaction		
Parler en continu		
Ecrire		
Compétences linguistiques		
Commentaires de l'enseignant (Réussites et domaines à développer)		

Learning area: Mathematics	**Achievement**	
Teacher:	**P..(year level) Learning Objectives**	**Modified Curriculum - Objectives from Individual Learning Plan**
Knowledge and Comprehension		
Methods		
Problem solving		
Interpretation and Evaluation		
Communication		
Digital Competence		
Teacher's comments (strengths and areas for development)		

Learning area: Discovery of the World	Achievement	
Teacher	**P..(year level) Learning Objectives**	**Modified Curriculum - Objectives from Individual Learning Plan**
Biological		
Technological		
Geographical		
Historical		
Socio-cultural		
Teacher's comments (strengths and areas for development)		

Learning area: Art	Achievement	
Teacher	**P..(year level) Learning Objectives**	**Modified Curriculum - Objectives from Individual Learning Plan**
Plastic and static visual arts		
The arts and entertainment		
Teacher's comments (strengths and areas for development)		

Learning area: Music	Achievement	
Teacher	**P..(year level) Learning Objectives**	**Modified Curriculum - Objectives from Individual Learning Plan**
Perception		
Interpretation		
Creation		
Teacher's comments (strengths and areas for development)		

Learning area: Physical Education	Achievement	
Teacher	**P..(year level) Learning Objectives**	**Modified Curriculum - Objectives from Individual Learning Plan**
Individual activities		
Team activities		
Swimming		
Teacher's comments (strengths and areas for development)		

Learning area: Religion/Ethics	**Achievement**	
Teacher	**P..(year level) Learning Objectives**	**Modified Curriculum - Objectives from Individual Learning Plan**
Religion/Ethics		
Teacher's comments (strengths and areas for development)		

Learning area: European Hours	**Achievement**	
Teacher	**P..(year level) Learning Objectives**	**Modified Curriculum - Objectives from Individual Learning Plan**
Communication and working with others		
Teacher's comments (strengths and areas for development)		

Learning Objectives of the subject syllabuses		**Modified Curriculum - Objectives from ILP**
+++++	Learning objectives are completely achieved	
++++	Learning objectives are almost completely achieved	Achieved
+++	Learning objectives are partially achieved	Nearly achieved
++	A few learning objectives are achieved	Needs more practice
+	Learning objectives are not yet achieved	

EUROPEAN SCHOOL
Pupil:

Class:

ABSENCES	
Authorised …. days	**Unauthorised ….. days**

DECISION OF THE CLASS COUNCIL
The pupil attended class P2 this school year, working according to a modified curriculum in some/all learning areas.
○ The pupil has achieved the learning objectives for the P1 curriculum • The pupil will be promoted to the P2 curriculum and progressed to class P3 or • The pupil will be promoted to class P2.
○ The pupil has not yet achieved the learning objectives for the P1 curriculum • The pupil will continue to work on the P1 curriculum and progressed to class P3.

*Example

DATE

SIGNATURES	
Class teacher	**Director**

Annex VII D: Guideline on the end of semester assessment – School Report

- The School Report is a part of the system of assessment tools used in the European Schools.
- The **First Semester** School Report presents an overview of the progress, in the subject learning areas, that the child has made since the beginning of the school year. These are assessed on the five-grade scale + teacher´s comments. On the bottom of the report, teachers can write additional comments e.g. behaviour, how they have settled into the year group so far, motivation, engagement in learning etc.
- ***The* Second Semester *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 from the entire school year.
- The School Report is framed in positive language.
- The School Report is a combination of ***assessment scale and written comments/ descriptions of the child´s strengths and areas for development.***
- The School Report records the level of achievement of the learning objectives. ***Learning objectives and competences are/will be fixed in the subject syllabuses.***
- Teachers use the ***General Criteria (Annex IV) to assess The Child as a Learner, The Child as a Person and The Child and Others.*** *For the area of The Child as a Learner, teachers will indicate whether the general criteria for this area have been achieved or partially achieved. The teacher's comment should explain the teacher's judgement.*
- Teachers use the ***General Criteria (Annex III) and subject specific Attainment Descriptors to assess curricular learning objectives.***
- ***The School Report is communicated to pupils and parents twice a year. The Second Semester School Report reflects the results of the entire school year in relation to the objectives and content.***
- The final decision regarding promotion to the year above lies with the Class Council.
- Pupils with an **Individual Learning Plan (ILP) without a modified curriculum** 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 a modified curriculum** will also be assessed against the learning objectives of their ILP. The level of pupil's attainment in these objectives must be recorded in the relevant boxes.
- A stand-alone page is available for Other National Language (ONL).
- ICT is evaluated as a general aspect of the child´s overall achievement.

Annex VIII: 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.
- **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.
- **February 2023 – Modification of assessment tools (First Semester School Report, 5-grade scale, general criteria.**
- **October 2023 – Updated document 2013-09-D-38-en-10.**
- **October 2023 – Proposal to amend the Articles 55 and 56 of the General Rules of the European Schools.**
- **February 2024 – Proposal for organisation and content of the decentralised training on new school report.**