



TEST POLICY

Context of the Test Policy

In line with the Digest of Decisions of the Board of Governors of the European Schools, 43rd edition, 2014-02-D-14-en-3, Chapter XV, Syllabuses, section B point 2, the test policy recognises that:

“The secondary section of the European Schools needs to perform the dual task of providing formal, subject-based education and of encouraging pupils’ personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Pupils should learn to describe, interpret, judge and apply their knowledge.”

Thus assessment at the European School Frankfurt follows the Digest of Decisions of the Board of Governors of the European Schools, 43rd edition, 2014-02-D-14-en-3, Chapter XV, section B point 3 regarding assessment of learning outcomes:

“Assessment is both a formative and a summative process. Formative assessment of learning outcomes is an ongoing process. Its purpose is to provide information about pupils’ learning. It should also be a basis for pupils’ further achievement and plays an important role for pupils, parents or guardians and School in the provision of educational guidance for pupils. Assessment of learning outcomes need not involve the award of a mark reflecting performance in every case and it should not be punitive, but it should evaluate performance. For teachers, the assessment of learning outcomes provides an opportunity to review the objectives, methods and results of their teaching.

Summative assessment provides a clear statement of the knowledge and skills possessed by a pupil at a particular point in time. The following general principles of assessment of learning outcomes should be observed:

- Performance against all the objectives as defined in the syllabus should be assessed. This would be done through the knowledge and skills set out in the syllabus.
- Assessment must relate to work which has been covered in the course.
- All types of work done by the pupil on the course should be a part of the assessment process – e.g. oral and written contributions, class tests, practical work.
- Pupils should be aware of the work to be done and the standards to be achieved in order to attain each level in the assessment scale.
- Pupils should know how their performance compares with other pupils, in the same or other sections. This requires coordination between the teachers of the same and different sections to ensure comparability.”

The test policy is therefore regarding summative assessment, specifically focused on the so called B tests.

Summative Assessment at the European School Frankfurt

The testing cycle follows the requirement of the General Rules of the European Schools, 2014-03-D-14-en-2, Article 59 on assessment. In addition:

1. All classes will be given a minimum of 1 week's notice of a formal summative test.
2. In years 1-4 students should not have more than **4** tests in a given week.
3. With the exception of the formal exams in S5, S6 and S7, students should not have more than one test per day.
4. All tests are to be recorded centrally by teachers, to avoid clashes and excessive testing, currently in the folder in the staff room.
5. Tests are to be marked in line with subject syllabus, as outlined above, and returned to students promptly.
6. In line with the General Rules of the European Schools, 2014-03-D-14-en-2, article 31, parents, or pupils' legal representatives, shall be responsible for keeping test and examination papers, or a copy of, with the exception of the formal semester exams in S5 and S6, which in line with the General Rules of the European Schools, 2014-03-D-14-en-2, article 11 f. are to be kept by the school
7. Teachers will require students to show a signature on the tests, particularly for tests grade 6 or below, to ensure that point 6 is complied with.

Instructions for missed tests

1. Students:

When a pupil's absence from B-tests or summative tests in S1-S3 is justified by medical certificate he/she must sit a replacement test. For years S4-S6, the [General Rules of the European schools](#) apply.

2. Subject teachers:

Should inform the respective pedagogical advisor about the name and the class of the absent student.

Should prepare the relevant test material for the absent student, replacement tests should be comparable with the original test but not identical

If the absence is not justified then the teacher will grade the student's test a zero.

3. Educational advisor:

Should organize a replacement test during the free period of the student during the week, following the absence.

In case there are two or more students, doing the same test, the respective advisor should supervise them. Should this not be possible, teachers will be asked to supervise unless individual rooms are available for each student separately.

Students test materials should be given to the respective subject teacher in the same day when the replacement test take place.