



## Assessment in Tartu International School

### 1. General Provisions

- 1.1. The assessment policy of Tartu International School is based on the Estonian National Curriculum for the Basic Schools, the Estonian Basic Schools and Upper Secondary Schools Act and the principles of the IB's Primary Years Programme.
- 1.2. The assessment in TIS guides students through the five Essential Elements of the PYP: Attitudes, Skills, Action, Concepts and Knowledge.
- 1.3. IB Learner Profile represents habits of mind that help students to develop the knowledge and skills needed to succeed in a global community (Open-Minded; Principled; Reflective; Risk-Taker; Thinker; Caring; Communicator; Inquirer; Knowledgeable; Well-Balanced).
- 1.4. Teachers use the IB Learner Profile to provide comments about the student's progress.
- 1.5. In years 4-9 Tartu International School uses a six-point letter evaluation (A - F).
- 1.6. In years 1-3 descriptive word evaluation is used in assessment.
- 1.7. In case a student continues his or her studies in an Estonian school, the word or letter evaluation grades are converted to the Estonian five-point assessment scale.
- 1.8. Students get report cards two times a year: in December (semester 1 report card) and June (semester 2 report card). The student progress is expressed through a summative semester grade in each subject, and evaluation of student's work habits and attitudes. In addition semester 2 report card includes the description of the skills that students should acquire in each subject by the end of the year level, and teachers' evaluation of how a particular student has acquired these skills. In addition this report card includes detailed evaluation of student's work habits and attitudes.
- 1.9. Additional feedback about the student progress and development is given to the parents at the parent-teacher conferences in autumn and spring.
- 1.10. Student's self-evaluation is an integral part of assessment in Tartu International School. Teachers encourage students to evaluate themselves regularly. Twice a year the students fill in a self-evaluation form that is added to the semester report cards.
- 1.11. Assessment of student progress and development is presented in the school's online study system (e-diary). This includes grades, notices, approvals and comments from the teachers.
- 1.12. The school can consider, if applicable, the student's study activities that take part out of the school as part of the school's curriculum.

### 2. The purpose of assessment at Tartu International School

- 2.1. Assessment is a systematic gathering of information about the pupil's development, analysis of such information and providing of feedback. Assessment is an integral part of teaching and learning and relies on various methods, evaluation tools and ways.

2.2. The purpose of assessment is the following:

- 1) to support development of a student;
- 2) to help the teacher to choose methods and activities that support each student's learning and individual development;
- 3) to guide the development of the student's self-esteem, and support the student in his or her choice of future educational career;
- 4) to encourage and direct the student to study independently and purposefully;
- 5) to provide feedback to the student, teachers, school management and parents (or guardian) about the student's learning progress;
- 6) to provide a basis for student's progression to the next year level, and graduation from the basic school.

### 3. The forms of assessment in Tartu International School

3.1. The forms of assessment at Tartu International School are: Formative assessment and Summative assessment.

3.2. Both formative and summative assessment are used during the whole study process.

3.3. **Formative assessment** takes place during studies and focuses above all on comparing the student's development with his or her previous accomplishments.

3.4. In the process of formative assessment:

- 1) the student's knowledge, skills, attitudes, values and behaviour are analysed;
- 2) feedback is provided at the right time and as precisely as possible on the student's results and shortcomings;
- 3) the student is encouraged and guided through the learning process;
- 4) the future objectives and activities that support the student's development are planned.

3.5. Formative assessment is expressed and received mainly through oral or written feedback, and includes feedback to general competences, learning and educational objectives and cross-curricular topics.

3.6. The students are involved in the formative assessment process. They are encouraged to assess themselves in order to set their own learning objectives, analyse their learning and behaviour and increase their motivation for learning.

3.7. In **summative assessment** the student's subject-related knowledge and skills are compared with the expected learning outcomes listed in the school curriculum and subject syllabi.

3.8. Summative assessment is also summarizing the evaluation into semester grades and into the yearly grades.

3.9. The levels of summative assessment in years 1-3 are the following: very good, good, needs support.

3.10. If the use of unauthorized assistance or copying or academic dishonesty is discovered in the evaluation process, the relevant written or practical assignment, oral answer, practical activity or outcome thereof may be graded as "failure".

3.11. If written or practical assignment, oral answer, practical activity or outcome thereof is graded with the grade "failure" or the grade was not given, the student is to be given the opportunity for retaking the answer or the assignment. The time and procedure of retaking the assignment shall be agreed between the student and the teacher.

3.12. If it has not been possible to assess the student's progress due to unexcused absences, and the student has failed to retake the assessments, the summative grade for the subject is "failure" (F).

## 3.13. Summative assessment in year 4-9:

Grade	Description	% of points	In 5-point scale*
A	Excellent theoretical and practical knowledge of the subject, skills to apply the knowledge freely and creatively, extensive individual work.	100-91	5 (100- 91 %)
B	Very good theoretical and practical knowledge of the subject within the limits of the syllabus and the textbooks, a very good skill to apply the knowledge.	90 - 81	5 (90%) 4 (89 - 81 %)
C	Good theoretical and practical knowledge of the subject, good skills to apply the knowledge, the oral response, written work or practical activity and their result mainly correct but some mistakes occur, practical activities somewhat lack independence	80 - 71	4 (75 – 80%) 3 (71 – 74 %)
D	Knowledge of the main theoretical and practical principles, facts and methods of the subject and application of these in typical circumstances, the oral response, written work or practical activity basically correct, basic skills acquired, but difficulties may occur in the application of these.	70 - 61	3 (70 - 61 %)
E	Minimum knowledge acquired, serious shortcomings in application.	60 - 50	3 (60 - 50 %)
F	The oral response, written work or practical activity of the pupil reveal the lack of required knowledge and skills.	49 - 0	2 (20 – 49 %) 1 (0 – 19 %)

*\*The Estonian National Curriculum for Basic Schools requires that the schools that use a different grading system than a five-point scale must set forth the principles for converting the grades from to the five-point scale in their school curriculum. Upon the pupil's departure from the school, the summarized grades of that academic year, and the grades received during the semester in progress shall be converted to a five-point scale.*

#### 4. Assessment of work habits, attitudes, and social

4.1. Assessment of student work habits, attitudes and social development is a part of assessment in Tartu International School.

4.2. The student's work habits, attitudes and social development is described against the IB PYP attitudes and learner profile. The following levels are used when describing the student's work habits, attitudes and social development: nearly always, regularly, needs reminding or support.

4.3. The assessment of the student's work habits, attitudes and social development is composed by feedback from all teachers working with a student.

4.4. Continuous feedback on the student's work habits, attitudes and social development is given to the parents through the e-diary, or orally.

## **5. Procedure for appealing**

- 5.1. Students have the opportunity to appeal the assessment (grade) within ten days after becoming aware of the assessment.
- 5.2. In a situation where there is disagreement about a grade, a resolution should be made between the student and the teacher directly.
- 5.3. In order to appeal the assessment, the student shall notify the teacher, and submit a reasoned written request to the director of the school.
- 5.4. The director will look through the appellation and notify the student about the decision in writing within five working days.
- 5.5. The director may, if necessary, convene the committee that consists of three teachers and the principal in order to discuss the details connected to the appealed grade.
- 5.6. The student can appeal only his/her assessment and each appellation is looked through on case by case basis.

## **6. Progression to the next grade**

- 6.1. The teachers' council shall decide on the basis of the year grades or evaluations whether the student should progress to the next grade, be assigned supplementary study or repeat a year.
- 6.2. Supplementary study is assigned to a student by a teachers' council in subjects in which the year grade was a "failure" (F). In supplementary study, the student shall complete special assignments to acquire the knowledge and skills required in the curriculum. Supplementary study takes place during summer holiday, and the decision of progression to the next grade is taken based on the results of supplementary study.
- 6.3. The decision whether the student is progressed to the next year or not is made by the 31st of August.
- 6.4. By justified decision of the teachers' council, a student may be obliged to repeat a grade in exceptional cases if the student has a yearly grade "failure" (F) in three or more subjects, the supplementary study has not produced results, and it would not be expedient to achieve the learning outcomes required in the curriculum by applying an individual curriculum or other support systems applied in the school. In making the decision, the teachers' council must involve the student or his or her legal guardian and hear his or her opinion. The decision of the teachers' council must list the considerations on the basis of which it was considered expedient for the student to repeat the grade.
- 6.5. Ninth-grade students are given their yearly grades before the final examinations are held, except for subjects in which the student will be assigned supplementary study.

## **7. Graduation from basic school**

- 7.1. Students graduate from basic school on the following conditions: the most recent yearly grades in all subjects are at least "poor" (E); have carried out a creative work in the third stage of study; have passed the examination in Estonian or Estonian as a second language, mathematics examination and one freely chosen examination.
- 7.2. If a student has an individual curriculum in examination subjects (mathematics, Estonian as a second language, one subject of the student's choice) the exam is prepared on the basis of the student's individual curriculum.