



COSTEAS-GEITONAS SCHOOL (CGS) ASSESSMENT POLICY WHOLE SCHOOL STATEMENT

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission Statement

At CGS we strive to provide an academic setting where every student's skills and character can flourish to the fullest by encouraging meaningful connections between classroom and real life experiences. Our students work in an environment of ongoing inquiry, cooperation and mutual respect as they acquire a high caliber education and positive life attitudes to make a contribution to the world they live in.

Purpose of Assessment

At CGS we believe that assessment is integral to all teaching and learning. Assessment is ongoing, varied and purposeful. It is a thoughtful, collaborative and informative process that involves all stakeholders. Assessment must meet the needs of students at particular ages and stages of development as well as account for diversity in learning styles.

Assessment is key to planning, teaching and learning at CGS. It aims at providing feedback on the learning process and input about the learning outcomes to students, parents, teachers and administrators. Students are actively involved in the assessment process as part of their journey towards becoming autonomous lifelong learners.

Assessment provides a direction of vision for the teachers, the learners, the parents, the administration and the wider school community. They develop a common understanding of the desired learning outcomes and work toward that direction by using common assessment practices based on specific criteria and objectives.

Effective assessment allows for:

- students to be an active part of the learning process by reflecting on their learning and understanding what needs to be improved.
- teachers to gather evidence to make judgments about students' progress and report to parents, which will, in turn, inform their instructional design and curricular decision-making
- parents to see evidence of and celebrate their child's learning and development.
- administrators to gather data to make informed decisions about new initiatives and whole school improvement plans which will advance learning.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas:

- Assessing - how we discover what the students know and have learnt



- Recording - how we choose to collect and analyze data
- Reporting - how we choose to communicate information

IB PYP

Assessing

CGS employs a variety of assessment strategies and tools, which demonstrate student achievement.

Pre-Assessment

Pre-assessment takes place prior to the new learning and helps teachers to find out what students already know and/or can do.

Formative assessment

Formative assessment is woven into the daily instructional process and helps teachers to plan the next stage of learning. It provides teachers and students with regular feedback on how the learning is developing. It also helps students to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment and to recognize the criteria for success.

Summative assessment

Summative assessment takes place at the end of the teaching and learning cycle. It provides students with the opportunity to show what they have learnt. It also measures understanding of the central idea of each unit of inquiry and prompts students towards action.

Recording

CGS uses a variety of strategies to gather information about a student's learning. The teachers use different tools, which are the instruments to collect the data and record that information.

Assessment Strategies

- Observations: all students are observed regularly with teachers noting the progress of individuals, groups and the whole class.
- Performance assessment: students apply what they have learnt to authentic and significant challenges and problems. They employ numerous approaches to the problem, for which there is not only one correct response. Students are encouraged to make use of various skills.
- Process-focused assessment: students are observed with a particular skill in mind and the observations of typical or non-typical behaviors are recorded.
- Open-ended tasks: Students are asked to communicate an original response. This can be a written answer, a drawing, a diagram or a solution.
- Tests/ Quizzes: these assessments provide a snapshot of students' subject- specific knowledge.

Assessment Tools

- Exemplars: samples of students' work that serve as a concrete standard against which other samples are judged.



- Checklists: lists of information, data, attributes or elements that should be present in students' work or performance.
- Rubrics: an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Students as well as teachers can develop rubrics.
- Anecdotal records: brief, written notes based on observations of students.

Reporting

Conferences (Parent-Teacher)

There is a parent- teacher conference in December, March and June. This conference is designed to give parents information about the students and the school's programmes. This is the place where teachers also answer parent's questions, address their concerns and help them define their role in the learning process.

State Report Card

A State report card is filled out by the teachers three times a year and is given to the parents during the parents/ teacher conference. (Grades First to Fourth – scale A, B, C / Grades Fifth and Sixth – scale 1-10)

“Descriptive” Report Card

A detailed report card is filled out by the teachers and is sent to the parents 3 days prior to the parents/ teachers conference three times a year. This report card is in the form of a rubric with all the goals that are set for each subject and includes reporting on the student's personal and social development. For Grades 1-4, it is on a 1-4 scale, 4 being the highest. For Grades 5-6, it is on a 1-8 scale to facilitate the transition from the PYP to the MYP. For Grade 6, when applicable, the MYP assessment criteria for MYP year 1 have been embedded in the report as far as possible.

Portfolios

Portfolios are a purposeful collection of students' work that is designed to demonstrate success, growth, student-led action, creativity and reflection. The portfolio is an exhibition of an active mind at work. At CGS the significance of the portfolio is marked by two student-led portfolio days per year (February, June). The students are responsible for presenting and communicating their choices to their parents and teachers and for explaining how their learning and understanding has developed. They are then encouraged to reflect on their learning and to set new goals.

IB MYP

Assessment as described in the *MYP: From Principles into Practice* ((for use from September 2014 or January 2015, updated September 2017) and the subject guides are used in conjunction with the assessment guidelines as designated by the National Educational System to ensure rigor while keeping a continual focus on learners' needs. The MYP approach to assessment recognizes the importance of assessing not only the products but also the process of learning and students should have many opportunities to demonstrate proficiency and take ownership of their learning.

Pre-assessment takes place prior to the new learning and helps teachers to find out what students already understand, know and are able to do in relation to the intended learning for the unit. This allows the teacher to create learning opportunities that best match the current knowledge, skills and understandings

of the students. The primary purpose of pre-assessment is therefore diagnostic. Where appropriate, a pre-assessment may also be a common assessment.

Formative assessment is woven into the daily instructional process and helps teachers to plan the next stage of learning. It helps students to build on prior knowledge, familiarize themselves with the criteria for success, to foster self-motivation and develop the capacity for self-assessment and engage in thoughtful reflection.

When using formative assessment, teachers gather, analyze, interpret, and use a variety of evidence to improve student learning and help students to achieve their potential. Ways this evidence can be gathered include, but are not limited to: role-playing, group work, posters, timelines, oral presentations, lab reports, short quizzes, exit cards and anecdotal records. Teachers can use rubrics, continuums, checklists, exemplars and any other tools available that would provide students with feedback in order to assess learning.

Self-assessment, as an opportunity to reflect on their strengths and areas for growth and peer-assessment, where students follow guidelines to assess each other's work, is also an integral part of the formative assessment practices at the school.

Each formative assessment task focuses on certain strands of the criterion/criteria teachers would like to assess at the end of a unit and teachers are expected to keep records of formative assessment.

Summative assessment is conducted at regular intervals throughout the academic year, with the completion of unit planners, in order to evaluate the progress of students over time. The summative assessment task relates to the statement of inquiry and it addresses specific criteria as holistically as possible. Backward design is used to construct summative assessment(s) at the beginning of each unit and each assessment task must allow students to access the highest achievement descriptor. A variety of tasks that allow students to demonstrate their understanding of the statement of inquiry of the unit can be utilized in summative assessment such as: formal essays, debates, presentations, experiments, projects, problem solving situations etc.

When designing summative assessments teachers should ask:

- How does the assessment task relate to the statement of inquiry?
- Which MYP objective strands are being addressed/assessed? How can we create meaningful performances of understanding?
- What evidence of learning will there be?
- How will the assessment task demonstrate conceptual understanding?
- How will the results be recorded and analysed?
- How and when will the students receive feedback?

At CGS, the MYP is a four-year programme. Teachers have aligned the MYP objectives with the learning outcomes of the Greek National System. For MYP years 3 and 5, they use the published MYP assessment criteria for all subject groups taught in that year of the programme respectively. For MYP year 4, the vast majority of the subject groups taught scaffold and address the MYP year 5 criteria. For MYP year 2, most subject groups use the MYP year 1 criteria rigorously or scaffold and address the MYP year 3 criteria if that meets students' needs and the national system requirements.

Common formative assessment tasks are developed as a part of the unit planning process for all teachers to use so that progress can be checked across all students and to ensure that feedback is given at key points. However, decisions about ongoing assessment are largely in the hands of individual teachers as it happens minute by minute during lessons.

Teachers should aim at using backward planning to plan assessments prior to teaching and developing multiple forms of age-appropriate assessment tasks that address the aims and objectives for each subject group. Where feasible summative assessment may also be a common assessment across MYP year levels.

Teachers should aim at clarifying and explicitly teaching the command terms embedded in the objectives and assessment criteria of each MYP subject group and the ATL skills. These terms should be defined, explained and used when giving instructions, asking questions and/or eliciting responses from students and consistently used in both formative and summative assessment tasks.

Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests as required by the national curriculum in order to assess student performance.

During the summative assessment, accommodations are considered for students with diagnosed special learning needs. As stated in the Special Educational Needs Policy, depending on the nature of the special educational need, the students are given extra time to complete the assessment, and, in some circumstances, are given the option to be assessed orally. Teachers may also disregard certain criteria strands that call for accurate spelling or punctuation.

Assessment in practice

- Subject group objectives correspond to the assessment criteria. Each subject group has a series of four criteria used throughout the MYP.

| | A | B | C | D |
|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------|---|
| Language and literature | Analysing | Organising | Producing text | Using language |
| Language acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| MYP projects | Investigating | Planning | Taking action | Reflecting |

MYP: From Principles into Practice (for use from September 2014 or January 2015)



- Each criterion is equally weighted and has 9 possible levels of achievement (0- 8), divided into four bands.
- The criteria assess conceptual understandings along with subject-specific knowledge and skills.
- The assessment criteria are shared and thoroughly discussed with the students from the beginning of the academic year and is part of the teaching practice throughout the year.
- Task-specific clarifications are also shared when a summative task is administered with clear explanations about what students are expected to know and do. They may be in the form of:
 - task-specific version of the required assessment criteria e.g.: delete strands not being assessed
 - face-to-face or virtual classroom discussion
 - detailed task sheet or assignment
- Students should be able to demonstrate what they know, understand and can do in a variety of contexts so that the full range of learning styles and modalities in both formative and summative tasks are accommodated.
- Students should look back at the criteria to find out what they have to improve to achieve a higher level on their next assessment task.
- Students should receive feedback from both formative and summative tasks early enough in the year to put constructive advice into practice and there should be summative assessments late enough for students to be able to demonstrate their progress. All feedback should be actionable and as timely and detailed as possible.
- Parents should have access to the criteria to check their child's homework and overall progress if they wish to do so.
- Wherever feasible, students are given opportunities for second chances where they are given the chance to incorporate feedback and improve upon their initial effort to demonstrate ongoing learning.
- Teachers are required to post all summative assessment tasks on ManageBac. Whenever possible, students should upload their tasks to ManageBac for assessment. The summative tasks should be posted at least 2 weeks before the deadline for the assignment. Teachers should use the ManageBac calendar to ensure that there is an equal spacing of summative assessment throughout the year group.
- Students are expected to meet designated deadlines. For late summative assessment submissions, a plan should be made with the student, subject teacher, tutor and parent to ensure the timely completion of the assignment. Teachers are not expected to give detailed feedback on summative work that is late, but must still determine the student's level of achievement. Late submissions (without an acceptable reason) will also be noted in report card comments. It is at the discretion of the teacher to mark but not record credit for unjustifiably overdue work.
- If a student is absent on the day of a summative assessment, s/he must take the assessment in agreement with the teacher at a later date.
- If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement but refer to the MYP Academic Honesty Policy for guidance.
- Teachers are required to assess all four criteria in a subject a minimum of twice in each academic year. In practice, this means that a minimum of 3 (with a target of 4) different criteria should be assessed by the end of the first grading period in January.
- When assessing a student's work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their professional judgment to select the level descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does not have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

- The raw score is made up from the level the student has achieved in each assessment criterion. The level awarded in each assessment criterion addresses the criterion holistically as far as possible and represents the general understanding of the student. This is not the highest level achieved in the summative tasks of that grading period or the average.
- It should be noted that assessment refers to the individual learning pathway of each student. In other words, a student’s performance is compared with expected learning outcomes and not with the performance of other students.
- A student who reaches a certain level of performance in relation to a criterion is not required to achieve similar levels of performance in other criteria. In this way, a student’s strengths and talents are highlighted and their weaknesses / shortcomings are detected.
- Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP before they are able to report a final MYP subject grade (1-7).
- There are grade boundaries for the totals of the four criteria in each of the eight subject groups and the Personal Project.
- The final achievement level is on a 1-7 scale and the final grade descriptors are shown below. An example would be that if a student achieved 18 out of a maximum possible of 32 when all the criteria are added together, he/she would receive a final MYP grade of 4 for the subject.

| Grade | Boundary guidelines | Descriptor |
|-------|---------------------|--|
| 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 10-14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15-18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19-23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |



Recording

CGS uses a variety of strategies to gather information about a student's learning. This information is gathered and recorded by the teachers and can be shared with all stakeholders.

Rubrics, anecdotal records, checklists, continuums, and portfolios are used to record students' responses and performances as a means of authentic assessment.

Internal Standardisation

Summative assessments are based on common expectations for all students taking the same course. In most MYP subject groups, teachers in the same subject and grade level set the same summative assessment task(s). Wherever feasible, the school is working towards setting them as common assessments and summative tasks are subject to internal standardization.

Prior to a common assessment, teachers discuss their expectations for the assignment and their interpretation of the criteria. This assists them to draw up task-specific clarifications for the task and allows teachers to have a similar understanding of the expectations. Students are also informed of these expectations. Occasionally, departments have also used material from the Programme Resource Centre to support their understanding of expectations for student work.

Following a common assessment, teachers in that year level and subject group meet together to standardize the awarding of levels of achievement. Samples of student work are used to inform this discussion and to check that criterion levels are being awarded consistently by the teachers. To ascertain common practice for administering the assessment, upon completion of applying levels of achievement teachers may be requested to share a random sample of assessed tasks ranging from "exceptional" to "mediocre" and "poor" as well as their marking benchmarks, to the MYP coordinator.

Standardization of the Personal Project

With regard to the MYP Personal Project, the standardization process is deemed mandatory before the Personal Project supervisors submit their assessed totals for moderation.

The standardization of the personal project is coordinated by the Personal Project coordinator. The Personal Project coordinator ensures that each project is standardized by creating groups of personal project supervisors who act as 'moderators'. Each personal project supervisor has previously submitted his or her levels of achievement for their own personal project student. The 'moderator teacher' also assigns his or her levels of achievement for the projects of the students supervised by other teachers in their group. This is done independently of each other. Internal feedback from previous moderation sessions and samples of internally assessed papers or moderated samples available on the PRC are often provided to act as benchmarks prior to marking. The 'moderator teachers' then meet together to discuss the levels of achievement awarded and come to a common agreement on the levels to assign each student. Teachers can then decide if it is necessary to adjust any levels of achievement as a result of the standardization process. When no consensus is achieved, the Personal Project coordinator and the MYP Coordinator act as 'third party' moderators.

Reporting system and examination sessions

Conferences (Parent-Teacher)

There are two parent- teacher conferences in November and February. These conferences are designed to discuss the students' progress, to answer parents' questions, to address their concerns and to help them define their role in the learning process.

Additionally, parents can schedule appointments with teachers or contact them by e-mail or phone during designated office hours every week.

At the end of the school year, there is a final parent-teacher conference where MYP final reports and examination results are discussed.

Reports

- Every quarter the teachers in Secondary School fill in a report card stating the student's grades for every course, which is subsequently issued to inform the parents.
- A progress report with student achievement levels on MYP criteria, feedback on Approaches to Learning (ATL) skills and teacher comments is issued and shared with students and parents through ManageBac twice a year, namely end of January and end of May.
- A progress report as designated by the national curriculum will also be reported quarterly. Grades in Secondary School are on a 1 to 20 scale and the passing grade is 10. The final grade is effected by means of the progress results, as shown by written tests and final exams, creative projects and the student's entanglement in daily teaching and learning process in class and overall presence at school.
- At the end of the school year students receive both their final MYP report of the year together with the end-of-year report as designated by the national curriculum.
- Student grades and report comments are distributed to parents according the schedule listed in the table below:

| Month | Criteria Achievement Levels | Subject Grade | Comments |
|---------|-----------------------------|---------------|----------|
| January | YES | NO | YES |
| May | YES | NO | OPTIONAL |
| June | YES | YES | YES |

If there are assessment criteria that have not been addressed yet, a grade of NA (Not Assessed) is entered with a descriptor indicating that NA means that this criterion has not yet been assessed. Interdisciplinary Units (IDUs) grades are included in the reports of the grading period when they are completed.

- While the learning objectives of the MYP subject groups and those of the Greek National Curriculum are often identical or very similar, it should be noted that it is not always possible to compare in absolute terms a student's performance in the MYP criterion-related assessment and their performance on the 1 -20 scale of the Greek National Curriculum.



In addition to formal reports, students are given opportunities to reflect on their learning progression and set goals for their learning. This is particularly encouraged through Service as Action and the Approaches to Learning sessions, but tutors and subject teachers also play an important role in allowing students to reflect on their strengths and areas for growth and develop strategies for improvement.

School-based examination sessions

In accordance to the Greek Ministry of Education, all MYP students take final written exams each year in June, which are based on certain syllabus announced to students and contain 1/2 up to 2/3 of the mandated syllabus studied. The examination courses in the three grades of Middle School (Gymnasium) are Modern Greek Language and Literature, History, Mathematics and Physics. Upon completion of education in Middle School (Gymnasium Grades 1, 2 and 3) a school leaving certificate is awarded to students, which allows them to continue to High School. In High School, all students sit final written examinations in eight taught courses.

In addition, a certain number of mandated written exams are stipulated throughout the school year. In the MYP framework, they provide teachers with another sample of evidence of student achievement and contribute to the determination of the overall grade in the course. They can also provide additional feedback to students about their achievement and learning. By experiencing sitting an exam including all of the routines, conventions and rules that this entails, students develop self-management and affective skills and prepare for comprehensive exams that they will encounter both in the IB Diploma programme and High School.

External examinations

At CGS, this is the internally assessed but externally moderated MYP component of the personal project and the MYP eAssessment, which is an external examination for MYP year 5 students. In terms of the MYP Personal Project moderation procedure, at CGS we follow the guidelines as stipulated in the document “*Middle Years Programme Assessment procedures (formerly Handbook of procedures)*”.

CGS is not involved in the MYP eAssessment in 2018 as the onscreen examinations are conducted in May and often overlap with the end-of-year comprehensive examinations in accordance with the National Curriculum but the expectation is that the school will offer MYP eAssessment as an option in the following academic years.

Instead, those MYP year 5 students whose MYP final grades meet certain conditions are eligible to receive the MYP Record of Participation certificate. This award requires:

- participation in the final year of the programme, with recommended participation for two years
- successful results (final MYP grade equal or higher than 3) in all subject groups
- IB-validated course results (final MYP grade equal or higher than 3) in the Personal Project
- the school’s expectations for service as action to have been met.

IB DP

Assessment at CGS is implemented as an evaluation tool to identify what students have learned. It has two main *goals*:

- To help students reflect on their progress
- To help teachers evaluate to what extent the educational objectives are met by the program both in terms of curriculum and instruction

At CGS we see assessment as a collaborative effort. Students, teachers and parents contribute to this procedure. Assessment is used to inform planning, teaching and learning in order to help students develop their skills and capabilities.

Assessment is guided by the following **principles**:

- Assessment accounts for diversity in learning styles
- Different assessment methods should be used
- Assessment methodologies should be applied in conjunction with the specific criteria of each subject
- Students must understand assessment criteria

Assessment is both **formative** and **summative**.

Formative assessment is ongoing and it should mainly investigate knowledge, skills and understanding students must develop. Additionally, it should account for different learning styles and be used to enhance teachers' practice and planning.

Activities for formative assessment, depending on the subject, should include:

- Presentations
- Debates
- Written assignments
- Practical work
- Exhibitions
- Examinations
- Tests

Summative assessment mainly measures student achievement according to specific criteria, which students know beforehand. It is organized (see *Reporting System*) in a way to help students and teachers measure their performance and prepare for the formal IBDP examinations.

Reporting System and Examination Sessions

Year 1

DP Year 1 is divided into three terms: Fall, Spring and Summer Term. Students sit examinations at the end of the Fall and Summer Terms, but receive a Student Report at the end of each term.

Year 2

Before the beginning of each Academic Year, in early September, the IB2 students have the opportunity to improve their academic performance by sitting retake exams. DP Year 2 students sit Fall Term examinations and then Mock examinations in March. For the Mock examinations teachers use past IBDP examination papers and grade using the scale 1 to 7 (lowest to highest) as well as the boundaries published by the IBO. In Year 2, students receive a Fall Term student report only.

For both years, the written examinations are modeled on the format and material of the formal DP examinations.

Marking

Examination results are always reported using the 1 to 7 grading scale. In some subjects, teachers give marks in both percentages and the 1-7 scale. The grade criteria for each subject are published in IB Subject guides and are available upon request from teachers.

The final term grade is dependent not only on the exam grade but also on the overall academic performance of the student throughout the whole term. The academic performance is assessed according to the IB assessment objectives for each subject.

The work habits of the student (effort, homework and behavior) are descriptively assessed, but do not contribute to the overall term grade.

Student-Parent Conferences

Throughout Year 1 and Year 2, the school organizes seven Student-Parent Conferences where parents and students meet individually with teachers to receive feedback, Student Reports and to discuss student progress.

Promotion to the second year of the IB DP

Students advance to DP Year 2 upon meeting the following criteria:

- Submit work assigned in all subjects according to the CGS DP Calendar
- Achieve a Summer Term total score of 24 and above
- Satisfactory participation in the CAS programme
- Conform to “*CGS Rules & Regulations*”
- The number of absences allowed by the Ministry of Education is not exceeded

Student Responsibilities

The student's role in assessment:

- To hand in homework, written assignments, projects, etc. on time
- To present their work in an appropriate and neat manner
- To keep the deadlines as they appear in the “*DP Internal Deadlines Calendar*”

Teacher Responsibilities

- To inform students on the assessment criteria of their selected subjects
- To inform students on the assessment criteria of all internal assignments
- To design formative assessment activities to help students understand what is expected and how they progress
- To incorporate the results of formative assessment activities into their everyday planning
- To rigorously mark student work and return it on time
- To provide feedback to students on a systematic basis throughout the year
- When more than one person is involved in teaching a course, teachers collaborate by sharing ideas, observing classes, designing lessons, etc. Final Internal Assessments are also prepared in collaboration.

The DP Coordinator, in cooperation with the DP Deputy Coordinator, are responsible for the overall supervision and implementation of the DP assessment policy. They are also responsible for reviewing the policy at the end of every academic year and/or revising it as necessary. Finally, the DP and Deputy Coordinator are responsible for assigning a mentor teacher (usually one of the Subject Group coordinators) to any new teacher in the CGS DP.

Professional development

CGS recognizes the need for professional development in the field of assessment. When appropriate, we will call on the expertise of field specialists to support our professional development. Additionally, we will also offer teachers IB-recognized professional development relevant to their subject areas.

Communication and Review process

The CGS assessment policy and related assessment guides are available on the school website. Information regarding assessment is a consistent focus for parent education evenings and new teachers undergo training on assessment practices upon entry to the school.

The head of school, IB coordinators, the counseling department and school administration often lead the discussions around developing and/or reviewing the assessment policy. This policy is to be reviewed by the school leadership team at the end of each academic year. Feedback from teachers, department heads, students and parents is sought as part of the revision process.

The final policy document is to be approved by the Bureaus of Elementary and Secondary Education, which operate under the auspices of the Greek Ministry of Education.