



COSTEAS-GEITONAS SCHOOL (CGS) IB MYP ASSESSMENT POLICY

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, purposeful and transparent. It is central to the goal of Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) of thoughtfully and effectively guiding students through the following essential elements of learning:

- the acquisition of subject-specific knowledge
- the understanding of concepts
- the development of approaches to learning
- the development of skills
- the decisions to take action and reflect upon it in order to support the development of the IB Learner Profile

Assessment is key to planning, teaching and learning at CGS. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability. In all programmes, PYP, MYP and DP teachers use various tasks, strategies and tools in order to offer students the opportunity to achieve learning goals, taking into consideration different learning styles and student needs. Assessment aims at providing feedback on the learning process and input about the learning outcomes to all stakeholders. Students are actively involved in the assessment process as part of their journey towards becoming autonomous lifelong learners.

Assessment is a thoughtful, collaborative and informative process that involves all stakeholders. It provides a direction of vision for the teachers, the learners, the parents, the administration and the wider school community to help create a culture of continuous learning and intellectual growth.

Effective assessment should enable **students** to:

- Promote a deep understanding of subject content and development of skills
- Select evidence, such as samples of their learning, that best demonstrate the intended learning goals
- Be actively engaged in their learning process by reflecting on their learning and understanding through

self and peer assessment

- Develop the metacognitive skills to reflect and act on constructive feedback
- Foster positive attitudes towards learning.

Effective assessment should enable **teachers** to:

- Provide clear and specific learning goals and success criteria
- Use a wide range of tools and strategies that monitor, document and measure students' learning
- Differentiate their assessment tools and strategies based on students' needs, abilities and learning styles
- Collect evidence of students' learning
- Provide descriptive and specific feedback to guide students in their next learning steps
- Reflect on their practices and adjust their teaching and / or learning goals.
- Make judgments about students' progress and report to parents.

Effective assessment should enable **parents** to:

- See evidence of and celebrate their child's learning and development
- Better understand students' needs and areas for improvement in order to support them

Effective assessment should enable the **school leadership** to:

- Make informed decisions based on assessment data about new initiatives and whole school improvement plans which will advance learning and student success
- Recognize needs, and provide professional development opportunities
- Provide relevant support materials, resources and processes.

IB MYP

Assessment as described in the MYP: From Principles into Practice (*for use from September 2014 or January 2015, updated September 2017, April 2021*) 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 collaborative 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 based on the needs and progress of their students.

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 educational 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.

Subject group	A	B	C	D
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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 Personal project	Planning	Taking action	Reflecting	

MYP: From Principles into Practice (for use from September 2014 or January 2015, updated September 2017, April 2021)

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. Also, depending on the type of assessment task, teachers may develop common samples of expected student performance in the form of suggested answers sheet, etc or use previously assessed student work to serve as examples of performance. 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. A standardisation session for supervisors takes place prior to the assessment process of personal projects. During this session, samples of personal projects from previous academic years are used as examples, feedback from previous moderation sessions and samples of internally assessed papers or moderated samples are provided to act as benchmarks prior to marking.

The Personal Project Coordinator ensures that each project is standardized by assigning personal project supervisors to 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 project of the student supervised by another teacher. This is done independently of each other. The ‘moderator teacher’ then meets with the supervisor to discuss the levels of achievement awarded and come to a common agreement on the levels to assign each student. 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 March. 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. Prior to the first parent-teacher conference, parents are invited to attend an informative session on MYP Assessment to offer further clarifications on the approaches and practices implemented in our school.

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, at the beginning of February 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 assessment tasks, final exams, projects, assignments, and the student's engagement and participation in daily teaching and learning process in class, and overall attendance 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 to the schedule listed in the table below:

Month	Criteria Achievement Levels	Subject Grade	Comments
February	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 with 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 prior to the exam period, 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 Ancient Greek Language, Modern Greek Language and Literature, History, Mathematics, Physics, Biology and English Language. 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 8 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 regulations that this entails, students develop self-management and affective skills, further practise demonstrating academic integrity, 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”* (Published September 2020 Updated January 2021).

CGS is involved in the MYP eAssessment, offering it as an option for MYP 5 students. Students who wish to receive course results are registered for on-screen exams or submit e-portfolios according to course requirements.

MYP 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.