



**COSTEAS-GEITONAS SCHOOL (CGS)
WHOLE SCHOOL ASSESSMENT POLICY 2021-2022**

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 PYP

Characteristics of effective assessment that underpin the PYP Programme

According to the Clarke (2012, as cited in IBO, 2019) there are seven key characteristics that underpin the Primary Years Programme. These characteristics are:

Authentic: It supports making connections to the real world to promote students' engagement and active participation in the learning process.

Clear and specific: This includes desired learning goals, success criteria and the process students use to learn.

Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.

Developmental: It focuses on an individual student's progress rather than their performance in relation to others.

Collaborative: It engages both teachers and students in the assessment development and evaluation process.

Interactive: Assessment encompasses ongoing and interactive dialogues about learning.

Feedback to feedforward: It provides on current learning to inform what is needed to support future learning and raises students' motivation.

At CGS, we employ a variety of assessment practices that focus on these characteristics. For example:

- We adopt assessment practices that actively engage students such as co-constructing their learning goals and success criteria.
- We use rubrics in order to classify our success criteria.
- We differentiate strategies, activities and tools in order to meet students' needs, learning profiles and abilities.
- We discuss with the individuals what they have achieved and how to progress learning.
- We discuss with students their feedback and we encourage them to think forward by providing ways to overcome their difficulties or achieve their goals.

The Four Dimensions of Assessment

There are four main dimensions that underpin the Primary Years Programme: monitoring, documenting, measuring and reporting on learning. All of them aim to provide evidence to inform teachers' teaching and students' learning even though they have their own functions. The PYP chooses to put more emphasis on monitoring and documenting learning since those two dimensions are critical in providing actionable feedback for the learner. At the same time, however, both recording and reporting are very important at CGS for an effective and meaningful assessment in all dimensions.



Teachers' questions – Designing assessment

CGS PYP educators consider questions when designing assessments. Some examples of questions are presented below:

1. What learning goals will be achieved?
2. How can I involve students in the assessment design?
3. How could students engage in dialogues with teachers about the development of learner profile attributes?
4. What data or evidence should be gathered?
5. What tools or strategies should be used to gather data?
6. How will the evidence be monitored, documented or measured?
7. How could students be asked to evidence any additional learning?
8. How will the results be shared to feed back to the student?
9. How will the results be used to inform next steps in learning and teaching?
10. How will the results of the assessment be used to inform the learning community?

1. Monitoring Learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria.

It occurs daily through a variety of strategies:

observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Assessment Types

CGS employs a variety of assessment strategies and tools, which demonstrate student achievement. Although we have three assessment practices in assessing PYP students' learning, essential components of our policy are "assessment for learning" and "assessment as learning" since teachers have time to identify concepts that students struggle, skills that have not acquired, and learning standards that have not yet achieved so that teachers can modify instruction and adjust their practices to maximize learning and students' goals achievement.

Assessment Types	Description
Assessment for Learning (Formative Assessment)	It is conducted throughout the learning process and provides insights into students' understanding, knowledge, skills and dispositions. <ul style="list-style-type: none">• Pre-assessment: It takes place prior to the new learning and helps teachers to find out what students already know and/or can do.
Assessment as Learning	It is conducted throughout the students' learning process. Its goal is to support students in learning how to become a self-regulated lifelong learner.
Assessment of Learning (Summative Assessment)	It takes place at the end of the teaching and learning cycle.

2. Documenting - Recording

The documenting of learning is the compilation of the evidence of learning. The aim of documenting learning is to make learning visible and apparent, to reveal insights into learning and to provide opportunities for students and teachers to reconnect with learning goals and success criteria.

Assessment Strategies

At CGS we use a variety of assessment strategies during the Primary Years Programme (PYP) in order to gather information about students' learning. Teachers are encouraged to be fair and provide appropriate strategies and tools to meet all students' needs, abilities and learning profiles.

- **Focused 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.
- **Wait time strategy:** Students have time to answer questions, so they can move beyond factual understanding to make connections and discuss deeper understandings.
- **Concept maps:** Students use concept maps to show connections and relationships between concepts.
- **Peer feedback:** Assessment involves students assessing each other's work according to a set of criteria and offering feedback suggestions. Peer feedback requires time. In our school, teachers model students how to provide feedback before handing this important aspect of students' learning to the students.
- **Project-based assessment (individually or in groups):** Project-based assessment is often a component of project-based learning, in which students are engaged in problem-solving and exploration. Project-based assessments can take any number of forms. For example, students reflect on their process and content, and evaluate their performances. If students are working in groups, teachers also assess individual learning rather than just only giving a shared grade on the final product.
- **Self-Reflection:** Students take time and reflect on their performances having in mind their success criteria and learning goals. We aim students to identify their strengths, weaknesses, skills, problems, achievements, happiness, and solutions.

Assessment Formats / Tools

Early Years:

- **Learning journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.

Early Years & Primary:

- **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. Anecdotal records are invaluable in planning the next phases of learning since teachers can use them for reflection on student learning.
- **Portfolio - Student-led conference:** An ongoing purposeful collection of students work and is designed to demonstrate growth, creativity, and reflection.

3. Measuring Learning

The measuring of learning aims to capture what a student has learned at a particular time and analyzing the data. However, not all learning can be or needs to be measured. There are plenty of measurement tools that compiles an understanding of student progress and achievements.

Description
Students Presentations, Unit tests, Standardized test scores, Video of a performance, Exhibitions of work, Class-based test scores

Reporting learning

Reporting learning at CGS aims to inform the learning community about what students understand, know, have achieved, and need to develop. It also describes the progress and achievement of students' learning, contributes to the efficacy of the programme and identifies areas for growth. Reporting needs careful consideration in order to provide clear and specific information about students' progress and learning to their parents.

Reporting learning in PYP is determined by both formative and summative assessment types and it is represented through the following ways:

Conferences (Parent-Teacher-student)

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.

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 Third and Fourth – scale A, B, C / Grades Fifth and Sixth – scale 1-10). Also, at the beginning of each school year, CGS organizes informative meetings in which parents have the opportunity to meet their students' teachers and learn the purpose of each lesson. In addition, Grade 2- Grade 6 students at the beginning of the year, taking responsibility for their learning, complete after discussion a textbook with their teachers and then present to their parents their daily life as CGS students. So, students are active agents at their learning.

During the school year, students have regular conferences with their teachers in order to provide them with detailed feedback about their performance and progress.



“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 1-5 scale, 5 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.

Descriptive Report Card for Early Years	
Very good	<p>Meeting the goal.</p> <p>The student:</p> <ul style="list-style-type: none"> • Systematically produces assignments/works of high quality. • Provides understanding of concepts and contexts. • Often acts on their own and is able to transfer knowledge and skills, in a variety of situations within the classroom and in their daily life activities.
Good	<p>Approaching the goal with or without teacher support.</p> <p>The student:</p> <ul style="list-style-type: none"> • Produces assignments/works of good quality. • Sometimes provides understanding of concepts and contexts. <p>Uses knowledge and skills in familiar and unfamiliar situations within the classroom and in their daily life activities with teacher support.</p>
Needs improvement	<p>Developing, needs considerable teacher support to approach the goal.</p> <p>The student:</p> <ul style="list-style-type: none"> • Needs considerable teacher support to produce assignments/works. • Provides basic understanding of many concepts and contexts, occasionally with important misunderstandings and gaps. • Often shows lack of flexibility in using knowledge and skills, and needs support even in familiar situations within the classroom.

Descriptive Report Card for Grade 1 - Grade 4	
Excellent Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces high-quality work. • communicates comprehensive, nuanced understanding of concepts and contexts. • consistently demonstrates sophisticated critical and • frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
Very Good Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of very good quality. • communicates comprehensive understanding of concepts and contexts. • often demonstrates sophisticated critical and creative thinking. • transfers knowledge and skills in a variety of complex classroom and real-world situations
Good Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of good quality. • communicates understanding of concepts and contexts with confidence. • sometimes demonstrates critical and creative thinking. • uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with support.

Average Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of an acceptable quality. • communicates basic understanding of most concepts and contexts with occasionally significant misunderstandings and 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.
Elementary Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of very limited quality. • conveys significant misunderstandings or lacks understanding of most concepts and contexts. • infrequently demonstrates critical or creative thinking. • very inflexible, rarely using knowledge or skills.

Descriptive Report Card for Grade 5 - Grade 6	
Excellent Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces high-quality 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.
Very Good Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces assignments/works in very good quality. • shows a deep understanding of concepts and contexts. • sometimes provides a developed ability of critical and creative thinking. • uses knowledge and skills in familiar and unfamiliar situations within the classroom and in their daily life activities.
Good Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of good quality. • communicates understanding of concepts and contexts with confidence. • sometimes demonstrates critical and creative thinking. • uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with support.
Satisfactory Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of satisfactory quality. • communicates basic understanding of 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 and real-world situations and, with support, in some unfamiliar real-world situations.
Average Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of an acceptable quality. • communicates basic understanding of most concepts and contexts with occasionally significant misunderstandings and 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.
Below average performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of limited quality. • expresses misunderstandings or significant gaps in understanding for many concepts and contexts. • infrequently demonstrate critical and creative thinking. • generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
Elementary Performance	<p>The student:</p> <ul style="list-style-type: none"> • produces work of very limited quality. • conveys significant misunderstandings or lacks understanding of most concepts and contexts. • infrequently demonstrates critical or creative thinking • very inflexible, rarely using knowledge or skills.

**Minimum
Performance**

The student:

- produces work of very limited quality.
- conveys many significant misunderstandings or lacks understanding of most concepts and contexts.
- lacks demonstration of critical or creative thinking.
- rarely uses knowledge or skills.

Portfolios - Student-led Conferences

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 one student-led portfolio day per year (June). Student-led Conferences are led by students aiming to formal report their inquiries to their parents. The focus of this conference is on students' progress, both academic and social. 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. Students take ownership of their learning assessing and evaluating their own progress and acquisition of skills. 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, 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.

IB Diploma Programme

Assessment at CGS Diploma Programme plays a crucial role in supporting and measuring learning. The most important aim of assessment in the Diploma Programme is to support curricular goals and encourage appropriate learning in students.

At CGS Diploma Programme we consider assessment a collaborative effort. Students, teachers, administrators and parents contribute to this procedure. The DP's approach to assessment is that learning, teaching and assessment effectively inform and support each other in order to help students develop their skills and capabilities.

Assessment is guided by the following principles:

- Assessment supports the development of the learning objectives and curriculum outcomes for each subject
- Assessment supports the development of ATL skills
- 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. DP assessments, formative and summative are based on each course aims and objectives and emphasis is placed on criterion-related assessment, which judges student's work in relation to identified levels of attainment rather than in relation to the work of other students.

Formative assessment

Formative assessment is ongoing and its purpose is to generate helpful feedback to both students and teachers. It should support students and teachers to identify strengths and gaps in understanding, but also identify what steps need to be taken into account to move learning forward. Additionally, it should account for different learning styles, promote peer learning and student agency.

Activities for formative assessment are varied and multimodal in order to elicit evidence of student learning.

Depending on the subject, it should include presentations, orals, debates, written assignments, think-aloud problem-solving, practical work, exhibitions, quizzes, tests, performances.

Summative assessment

Summative assessment is distinguished to school summative assessment and formal summative IB assessment.

School summative assessment mainly measures student achievement according to specific criteria for which students are aware beforehand. It focuses on what students can do at the time of assessment and it includes examinations organized by school in a way to help students and teachers measure their performance and prepare for the formal IBDP examinations.

School Examinations

During DP Year 1 students sit examinations at the end of the Fall (end of November) and Summer Term (end of May).

Before the beginning of each Academic Year, in early September, the DP Year 2 students have the opportunity to improve their academic performance by sitting retake exams.

DP Year 2 students sit Fall Term examinations (end of November) 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) and taking into consideration the grade boundaries published by the IBO.

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

If a student is absent on the day of an exam she/he must sit for the exam in agreement with the teacher at a later date.

School Exam accommodations for students with assessment access requirements are provided in accordance with the accommodations approved for the final IBO examinations (see Inclusion Policy).

Assessment inclusion arrangements can be:

extra time (up to 50%), use of a reader, use of a word processor with or without spell checker, breaks, use of a four - functional calculator.

According to regulations set by the Greek Ministry of Education, DP Year 1 and DP Year 2 students sit examinations in Greek History and Modern Greek Language & Literature twice per year, so that the IB Diploma is recognized as 'equivalent' to the Greek 'Apolytirion'. Grades in those subjects are awarded using the 1-20 scale in accordance to what applies in the Greek Lykeion.

Formal IB summative assessment

Formal IB summative assessment is the assessment that contributes directly to the final Diploma qualification. Assessments are either externally or internally assessed (Table 1)

External assessments include examinations or work completed during the course and sent to an external examiner. They account for 50% to 80% of the final grade.

Internal assessments include written work done during the course, oral examinations, exhibitions, performances and account for the remainder of the final grade. They are marked by the teacher and are externally validated by a moderator.

Table 1: Formal IB summative assessment

Course	External Assessment	Weighting	Internal Assessment	Weighting
Modern Greek Literature HL Modern Greek Lang. & Lit. HL English A Lang. & Lit. HL	Written Examinations Essay	60% 20%	Individual Oral	20%
Modern Greek Literature SL Modern Greek Lang. & Lit. SL English A Lang. & Lit. SL	Written Examinations	70%	Individual Oral	30%
English B HL French B HL/SL German B HL/SL Spanish ab Initio SL	Written Examinations	75%	Individual Oral	25%
Business & Management HL	Written Examinations	75%	Research Project	25%
Business & Management SL	Written Examinations	75%	Written Commentary	25%
Economics HL	Written Examinations	80%	Portfolio of three commentaries	20%
Economics SL	Written Examinations	70%	Portfolio of three commentaries	30%
Global Politics HL	Written Examinations	60%	Engagement Activity Oral Presentation	20% 20%
Global Politics SL	Written Examinations	75%	Engagement Activity	25%
History HL	Written Examinations	80%	Historical Investigation	20%
History SL	Written Examinations	75%	Historical Investigation	25%
Psychology HL	Written Examinations	80%	Experimental Study	20%
Psychology SL	Written Examinations	75%	Experimental Study	25%
Biology HL/ SL Chemistry HL/SL Physics HL HL/SL	Written Examinations	80%	Scientific Investigation	20%
Computer Science HL	Written Examinations	80%	Solution	20%
Computer Science SL	Written Examinations	70%	Solution	30%
Mathematics Analysis & Approaches HL/SL	Written Examinations	80%	Mathematical Exploration	20%
Mathematics Applications & Interpretation HL/SL	Written Examinations	80%	Mathematical Exploration	20%
Music HL	Portfolio Presenting Music	20% 30%	Experimentation Report Real Life Project	20% 30%
Theatre HL	Solo Theatre Piece Director's Notebook Research Presentation	35% 20% 20%	Collaborative Project	25%
Theatre SL	Director's Notebook Research Presentation	35% 30%	Collaborative Project	35%
Visual Arts HL/SL	Comparative Study Process Portfolio	20% 40%	Exhibition	40%
Theory of knowledge (TOK)	Essay	67%	Exhibition	33%
Extended Essay	Essay	100%		

Internal assessment Coordinator

At CGS IB Diploma Programme we have implemented the role of the Internal Assessment (IA) Coordinator. As a general description the IA Coordinator supervises the whole process of students' coursework progression from induction to submission. In particular the IA Coordinator:

- Follows up the latest developments in IA procedure as described by the IBO and notifies teachers for potential changes
- Corroborates that teachers have an active schedule for student induction to the IA process that is communicated to the school community (introduction, criteria discussion, formal presentation, academic honesty etc.)
- Ensures that all students are well informed regarding the order of deadlines as described by the respective calendar
- Follows up on the progress of IA procedure from student feedback on the 1st draft to the final submission.
- Ensures that all teachers (especially new ones) are up to date with the requirements for Academic Honesty and validation of student work (Turnitin) as well as the use of teachers' IBIS account for student work uploading. Teachers – IA Coordinator meetings are often scheduled to provide assistance especially to new colleagues.

The school community is well informed on the existence and the role of IA coordinator as discussed and described in induction meetings between Administration and Parents/Students, prior to students' enrollment to the IB Diploma Programme.

Teacher Responsibilities in assessment procedure

The teacher's role in assessment procedure is:

- to be aware of the principles and practices that the IB uses to conduct formal summative assessment
- to inform students on the assessment criteria of their subject
- to inform students on how they will be assessed at the end of the course
- to design and provide formative assessment tasks to help students understand what is expected and how they progress
- to use a wide range of formative assessment tasks that will support diverse learners and types of learning
- to incorporate the results of formative assessment tasks into their everyday planning
- to rigorously mark student work and return it on time
- to provide on a systematic basis feedback to students on their strengths and limitations and to help them develop strategies on how they can improve
- to give students opportunities for improvement using the feedback given by their teachers
- to support peer evaluation mediated by them
- to support student agency

When more than one person is involved in teaching a course, teachers collaborate on a weekly basis by sharing ideas, observing classes, designing lessons, etc. Formative and School Summative Assessments are also prepared in collaboration.

Student Responsibilities in assessment

The student's role in assessment is:

- to understand what the assessment expectations are
- 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 “*CGS IB DP Deadlines Calendar*”
- to be familiar and to apply principles and practices of the *CGS Academic Honesty Policy*

Recording

At CGS Diploma Programme we use 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, checklists, anecdotal records, portfolios are used to record student's responses and performances.

On a regular basis, students' performance is recorded on the on-line “CGS Tutee's forms” where all teachers of the Faculty, tutors, the Coordinator and the Deputy Coordinators have access and can be informed about the academic progress of the students.

Internal Standardization

At IBDP of CGS a procedure for the internal standardization is being applied in cases where there are more than one teachers per subject. The procedure is split in accordance to the assessment involved.

- **For school summative tasks:** With respect to school assessment, teachers discuss and agree on the context of the assessment (assessment objectives and skills) and the respective markscheme appropriate for the task. After completion of the task, further discussion takes place to reflect on the difficulty and response level of the cohort.
- **For formal summative tasks:** For formal summative tasks, the DP administration first of all ensures that all teachers are in accordance to the latest guidelines in terms of the logistics of the task (for example for oral presentations or exams) as well as the criteria. Teachers meet throughout the two year programme and corroborate that students in their classrooms have been properly inducted to the style, context and skills required to address the assessment in question. When marking is involved (like in the case of Internal Assessment), teachers not only address the details of the procedure prior to the task, but also apply an internal standardization procedure to the marking of coursework.

After marking/commenting student work, teachers repeat the process by exchanging cohorts and reapplying the criteria. A final meeting takes place, after that, where teacher's marks are compared and a final grade is decided per criterion after discussion and reaching a consensus. Implementation of this procedure is very crucial to ensure validity of results and uniformity between different student cohorts.

Reporting

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



In DP Year 2, students receive a Fall Term Student Report Card only.

Each student receives 6 Subject Report Cards, one for each Course, which include information about:

- (A) The academic performance of the student, assessed according to the IB Assessment Objectives (AO) of the course and reported using the 1(minimum) to 7(maximum) grading scale
- (B) The exam grade (except the Spring Term Report Card) of the student reported using the 1 to 7 grading scale.
- The Final term grade which a combination is of (A) and (B).
- (C) The work habits of the student (effort, homework and behavior) which are descriptively assessed and do not contribute to the overall term grade.

In addition to the six Subject Report Cards each student receives a Summative grade report which includes

- six term grades, one for each subject
- the total term grade of the student (out of 42) which is the sum of the six term subject grades
- the number of the student's absences during the term
- the student's performance in TOK reported in a scale A-E
- the student's CAS and Extended Essay Status reported in a scale A-E

Student - Parent Meetings

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

Final IB Diploma

The student's final IB Diploma is awarded by the IBO. The student's final grade is determined as the weighted average of the student's performance in the externally assessed and internally assessed (Table 1) components.

Performance in each subject is graded on the 7(maximum)-1(minimum) scale. Performance in TOK and the Extended Essay are each graded on a scale A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma a maximum of 3 bonus points is awarded for combined performance in TOK and the Extended Essay. The maximum total DP points score is 45.

In order to qualify for the award of the IB Diploma, students must meet specific requirements as they are stated in Article 13 of the DP General Regulations. The DP General Regulations document is provided to all students at the beginning of DP Year 1.

Students and parents receive a copy of their final grades on 5th July in school, or 24 hours later by accessing the corresponding IBO website for candidates. Detailed component grades are available a few days later. Diplomas are sent to the school in late August for distribution to students/ parents.

Review process

The DP Coordinator, in cooperation with the DP Deputy/IA 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 if necessary. Finally, the DP and Deputy /IA Coordinator are responsible for assigning a mentor teacher (usually one of the Subject Group coordinators) to any new teacher in the CGS DP.

Review process of CGS whole-school assessment policy

The CGS whole-school assessment policy has been reviewed following discussions among programme coordinators, subject group heads, academic staff and Head of school. The review process was completed in October 2021.