



IB Diploma Programme | Assessment Policy

Revised October 2021

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 IB DP 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 HL	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	20%	Experimentation Report	20%
	Presenting Music	30%	Real Life Project	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.