



## MODEL UPPER SECONDARY SCHOOL OF AGIOI ANARGYROI



### Assessment Policy

Assessment at the Model Upper Secondary School of Agioi Anargyroi is rooted in the belief that assessment supports student learning and promotes reflection, self-improvement, and academic integrity. Our approach emphasizes fairness, transparency, and alignment with both IB standards and national educational expectations. The core principles include timely feedback, balanced use of formative and summative tools, and the consistent application of IB-assessment criteria.

The Assessment Policy aims to record the school's principles and practices that relate to assessment. All members of the school community (heads, teachers, students, administration, parents/legal guardians) are informed of this policy and it should be read together with other relevant material and school documents. The school's Assessment Policy will be reviewed on a yearly basis and revised, if necessary.

### **Principles of assessment**

According to *Diploma Programme from principles to practice (IBO 2015)*:

“In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic demonstrations of understanding that call for critical and creative thinking.

In IB programmes, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, including the Extended Essay in DP.

External assessments for DP students are internationally benchmarked, balancing valid measurement with reliable results.”

At the Model Upper Secondary School of Agioi Anargyroi assessment is seen as an integral part of the teaching and learning process as it helps measure student achievement relative to predefined learning aims and objectives.

The IB Diploma is awarded upon external and internal marking of formal assessment tasks. In alignment with National Requirements for the Greek Apolytirion, students who are Greek

nationals are concurrently enrolled in Modern Greek Language and History courses. Grades for these subjects are reported according to the Greek Ministry of Education's standards. The school's assessment calendar and practices ensure that both IB and national curriculum obligations are met fairly and without overburdening students.

The school's approach to assessment is grounded in a set of core principles that reflect its commitment to meaningful and effective learning. Assessment is designed to support and enhance student learning while also informing and guiding teaching practices. It includes both formative and summative components, ensuring a comprehensive view of student development. A variety of appropriate and inclusive strategies are employed to address diverse learning needs and styles. The school values and recognizes all student progress and achievements, fosters the development of self-assessment skills, and encourages a shared responsibility for learning between the school and home.

Teachers at the Model Upper Secondary School of Agioi Anargyroi design assessments to be diverse, relevant, and engaging for students. These assessments aim to evaluate a wide range of concepts, attitudes, knowledge, and skills, reflecting the demands of a globalized and complex world. They always take into account all students' needs including students with special educational needs or disabilities and apply the necessary access arrangements (as described in the "the *Access and Inclusion Policy*").

All teachers have access to *Diploma Programme assessment: Principles and practice*, their *Subject Guides* and have access to the Teacher support material through MyIB.

Assessment is criterion-referenced, aligned with the standards set by the International Baccalaureate Organization (IBO), and the criteria are clearly communicated to students before coursework begins.

The purpose of student assessment at Model Upper Secondary School of Agioi Anargyroi includes:

- Developing a comprehensive understanding of each student and their interests
- Evaluating how the learning environment impacts student learning
- Extending and deepening student learning
- Tracking individual progress and achievement over time
- Assessing the effectiveness of teaching strategies
- Informing curriculum development and review
- Communicating relevant information to students, teachers, parents, receiving schools, and future employers

## **Assessment practices**

**Teachers** ensure that all IB students have access to and have understood the aims and learning objectives of their subject(s), including the relevant command terms and examination paper format. The assessment criteria are applied to formative or summative tasks, strategically throughout the year and IB-assessment criteria are applied transparently and consistently. Teachers are encouraged to use a variety of approaches (past papers with mark schemes, peer and self-assessment) along with formative assessment (questioning and discussion in class, homework, projects, and presentations). Summative assessments include chapter quizzes, end-of-unit tests, homework, essays, presentations, group projects, end-of-term exams, and mock exams as appropriate for each subject. These include but are not limited to: essays, structured problems, short-answer questions, data-based questions, and case studies with questions using peer and self-assessment where appropriate to develop student agency. Teachers keep accurate records of all the tasks and assessment grades of their students and student progress and use data to inform instruction. They report student achievement using both IB scales and national requirements where applicable and provide constructive, timely feedback on student work. Assessment expectations must always be in accordance with the ethical guidelines and the principles outlined in the “*Academic Integrity Policy*”.

**Students** are expected to attend all their lessons and study on a daily basis (reading, taking notes, completing assignments, reviewing class work, revising previously taught material) and complete the tasks set out by their teachers. Summative assessments are set by teachers taking into account that not more than 1 is set on the same day and not more than 3 in the same week.

Oral and written **feedback** is regularly given to the students as this is an integral part of the learning process and allows students to understand their mistakes and improve their performance. At the end of each term a grade is awarded to each student which reflects the student’s achievements. The grade may be in the form of a percentage or in the form of the grading scale of the IB (1 to 7). The student’s progress is communicated with the parents/guardians through parent-teacher meetings at pre-arranged times/dates. Regarding Modern Greek Language and Literature and History of the Greek Curriculum, a grade out of 20 is assigned following the instructions of the Greek Ministry of Education.

## **Ways of assessment**

Teachers assess by gathering evidence and information from the following sources:

- ongoing formative teaching assessment
- summative teaching assessment
- previous summative records
- parent consultations
- the student as a learner
- by analysing the above using professional knowledge and expertise

### **Grading scale**

Summative assignments, as well as term and examination grades are awarded using the IB 1-7 scale. The grade boundaries and grade descriptors are subject-specific and described clearly by the IBO (*Diploma Programme Grade Descriptors, IBO 2017, updated 2021*).

Theory of Knowledge and the Extended Essay receive a letter grade (A – E) which are specified in the “Theory of Knowledge Guide” and the “Assessment grade descriptors for the extended essay, May 2018”.

Student achievement is reported using both IB scales and national requirements where applicable.

### **The Internal Assessment**

Each subject has a component which is graded by the subject teacher and is externally moderated by an IB moderator. This component is different for each subject and includes oral work in language A, scientific investigation in the sciences, exploration in mathematics, artistic performance, portfolio, and essay in other subjects.

Teachers are responsible for explaining the requirements (emphasising the ethical use of AI and the importance of academic honesty) and the assessment criteria for the IA component of their subject and for teaching the necessary skills to complete it. The IA is completed in stages according to the school’s internal deadlines. It is the students’ responsibility to adhere to the academic honesty regulations and deadlines set out by their teachers in order to receive meaningful feedback on their work and have enough time to implement the proposed changes.

Teachers grade the final work using the IB criteria for their subject. When there is more than one teacher for a specific subject, they collaborate and standardise their marking process to ensure unification of the grading.

The final copy of the Internal Assessment is sent to the teacher by the set deadline and the teacher grades it, uploading the grades on the IB platform following the procedure set out by IB regulations.

### **Predicted Grades**

Predicted grades are required by many universities during the process of applications (during IB2). In this case teachers provide a predicted grade determined by the overall performance of their students in written assignments, tests, examinations as well as their consistency, self-motivation and compliance with the requirements of the programme.

### **Recording and reporting**

Throughout the two years (IB1 and IB2), teachers record each student's progress through marked homework, classroom tasks, quizzes, tests, end-of-term exams, IA drafts, classroom presence and any other way they see fit.

At the end of every term, students and parents receive a report card indicating the student's achievement in each subject. This report includes the term's written exam mark (0-100%), overall effort for the term, class participation, homework, and lab work, if applicable. At the end of the 1<sup>st</sup> term of IB2 (2 months prior to their official exams in May), students receive a summative grade, based on the IB (1-7) grading scale for each of their 6 subjects. They may also receive a grade (A to F) for their TOK and Extended Essay based on their teacher/supervisor's prediction as well as a grade (out of 20) for *Modern Greek Language and Literature*, and *History* of the national curriculum.

### **Mock exams**

Mock exams take place in June of IB1 and in February/March of IB2 as an essential preparatory step for their final examinations. During this time, classes for IB1 and IB2 students are suspended and only exams are held. In these examinations, past papers are used to familiarise the students with the format and procedures of their final examinations and mark schemes for these papers are used for grading.

### **Final examinations**

Students eligible for the IB Diploma and in good standing with the school are registered to sit the final IBDP examinations in May of their senior year (IB2). The following conditions and stipulations apply:

- IB Exams are conducted according to IB specifications; examination papers and student scripts are set and marked externally
- Results are made available to the school from July 5<sup>th</sup> and to students, through the IB platform, from July 6<sup>th</sup> onwards
- Students may register to retake subjects in November or May of the next year, within time limits specified by the school, in accordance with IB registration deadlines (depending on the school availability to run November exams)
- Students are advised before the start of the final examinations that they may request IB services such as "enquiry upon results" or issue of results to universities.