

Assessment Policy

PLATON WORLD SCHOOL



ASSESSMENT: PRINCIPLES AND PRACTICE

Platon IB World School recognizes that teaching, learning and assessment are fundamentally interdependent. Learning outcomes, which include knowledge and skills should be explicitly stated for each unit of work and should be regularly assessed through rigorous tasks that embrace a variety of assessment strategies.

PLATON SCHOOL BELIEVES THAT ASSESSMENT:

- Monitors the progress of student learning and achievement
- Produces coherent feedback for parents and external institutions
- Informs curriculum and assessment review

PLATON SCHOOL RECOGNIZES THAT-STUDENTS:

- Have differing learning styles, expectations and needs
- Perform differently according to the context of learning
- Need to know their achievements and areas of improvement in the learning process
- Should receive feedback that is positive and constructive

THROUGHOUT THE CURRICULUM AND INSTRUCTIONAL PROCESS ASSESSMENT SHOULD:

- Account for a variety of learning styles
- Be relevant and motivating to students incorporating a wide variety of assessment opportunities
- Have clear criteria whether IB mandated or dictated by the national curriculum
- Promote critical and creative-thinking skills
- Be ongoing and reflective through both formative and summative assessment tasks
- Allow students to evaluate and reflect on their progress and set targets for improvement
- Be measured against specific learning objectives
- Reflect a broad range of concepts and skill appropriate to an internationally-minded world.
- Be recorded and communicated to parents on a regular basis so that parents, too, can have easy access to the current assessment and evaluation outcomes.

At Platon we believe that teachers, students and parents are inextricably linked in the process of assessment. More specifically:

Teachers :

Develop formative and summative well designed tasks as a way to evaluate student achievement and improve performance; Are responsible for providing challenging and engaging activities while taking into consideration each student's learning needs; They analyze assessment results in order to determine the

course of their teaching and thus introduce changes as a way to enhance learning experience; They facilitate subject mastery by mobilizing a variety of assessment mechanisms; Are regularly attending professional development sessions to learn and improve assessment strategies for effective teaching.

Parents:

The school empowers the development of a parent – teacher partnership for the sake of student learning; Parents are encouraged to become, for our students, inspirational learning models; they should closely collaborate with teachers and administrators as a means to facilitate student growing autonomy; should be informed upon commencement of the academic year of assessment objectives and instruments applicable in all subject areas; Attend the interactive parent – teacher conferences and be informed about academic achievement; To actively reflect upon student performance and provide the school with constructive feedback; Should be involved in school programs that effectively engage in diverse assessment tactics addressing different learning styles.

Students:

Are encouraged to actively take part in the assessment of their work as a self reflection learning process; Should contribute their original thoughts and experiences as a way to improve both formative and summative assessment practices; Should be informed upon commencement of the academic year of assessment practices for all subject areas; Should take part in student – teacher conferences aimed at providing a balanced picture of student’s strengths and weaknesses.

PRINCIPLES AND PROCEDURES

Academic assessment is a continuous and rigorous process, based on a variety of methods such as tests, written assignments, presentations, class debates, group work, role play, forensics, projects and performances etc, as a way to address learning needs and requirements for all subject areas.

1. All types of assessment should be developed, applied and evaluated through the collaboration of MYP teachers having as point of reference subject specific MYP Guides and Greek national curriculum documentation.
2. Rubrics, sample work, checklists, portfolios along with student progress records throughout the academic year are monitored and when appropriate evaluated.
3. Assessment is enriched by a variety of tools and methods so as to better consider student performance and skills.
4. MYP Years 1 to 5 are subjected to external monitoring
5. MYP Year 5 personal project is subjected to moderation
6. The Greek ministry of education is responsible for overseeing and determining the syllabus for all subject areas, grades: 6, 7, 8, 9 and 10. Detailed records are kept by the teachers.
7. Although the number and nature of assignments for every subject area is determined by the teachers, it is essential that each objective/criterion is at least twice per year assessed; always in relation to the overall student progress evaluation.

8. MYP objectives/criteria for Year 5 are implemented as determined by the IB. MYP1 and 2 use MYP1 objectives/criteria , MYP3 and 4 use MYP3 objectives/criteria and MYP5 uses MYP5 objectives/criteria
9. Rubrics, assessment objectives and subject specific terminology must be applied to all student assignments and thus determine overall grades.
10. Students should be receiving feedback for both formative and summative assignments submitted.
11. Teachers are responsible for giving, on a regular basis, feedback to students; Additionally should provide consultations and recommendations to tasks assigned.
12. Students should be given a 7 day minimum preparation time for tests and major assignments/projects. Additionally should be give a 5 day preparation time in order to complete in class assignments.
13. Improvement comments regarding assignments attainment level and/or tests should be communicated by the teachers within the time slot of 10 days for the students to see their mistakes and reflect on them.
14. Teachers are obliged to maintain detailed records of student performance.
15. Each assessment sheet should include the following: purpose, type and nature of assignment, the MYP objectives/criteria, its duration along with final submission date.
16. Assessment sheets should be designed in such a fashion so as to be suitable to all age levels and may be included in assignment instruction sheets; Moreover the purpose and method of evaluation should be explicitly stated to all students involved. Electronic and oral assessment improvement comments may be used as complimentary.
17. Written assignments however may be submitted in print and or maintained as electronic files and print sections over a period of time, depending on the nature of the task. Excuses regarding technical difficulties are not acceptable as reason for submission delay. As for class presentations, students should submit a print out of their work and notes.
18. Assignments submitted for assessment should be authenticated by the student as own work. Students therefore should be fully aware of academic honesty rules and regulations in order to properly reference sources and bibliography. Furthermore referencing and bibliography expectations should be in accordance with grade levels and acquisition of skills.
19. Students should be informed about their performance in every assignment in relation to objectives/criteria, task goal, skills and material taught.
20. Overall assignment grades are given in accordance to the teacher's judgment issued on the basis of whether MYP objectives/criteria were met. Moreover, due to the goals as set by the national curriculum, a task is also assessed accordingly.
21. Assignments may be adjusted in order to meet the needs of students with learning difficulties. This should be done however in close collaboration with the school's student learning centre.

PLAGIARISM

Plagiarism concerns the copying of thoughts and scripts of an author along with the submission of the latter as student own work for which to take credit. Moreover plagiarism refers to the use of passages from books, periodicals, electronic articles, CD-Roms, as sources that have not been referenced. The use of work compiled by other parties such as parents, teachers and peers will equally be determined as plagiarism. Finally misleading referencing also bears severe consequences as outlined in the school's academic policy. See detail reference in the school's academic honesty policy.

HOMEWORK POLICY

Homework is a necessary element of classroom teaching. All students are expected to receive homework assignments on a regular basis. The primary goals of assigned homework are intended to help students develop basic skills such as self-management, organization, reflection, (language and technical skills)

The amount of homework is varied dependent on the Grade of students, the national curriculum requirements, the personal strengths and weaknesses of each student.

For larger projects there is an internal timetable at place using a digital platform (Managebac) so that there is not more than one major test or research project expected on the same day by the student. The school gives emphasis on the respect of deadlines, all students are responsible for organizing their time appropriately to manage long term projects. COPY

Teachers expect homework to be done properly and on time. In such a case the teacher that is responsible for each Class is notified. (reference to Principal?) Depending on the case in hand the parents are also notified.

Cases of students that fail to submit assignments are individually examined. Teachers are particularly sensitive of students who consciously and repeatedly demonstrate indifference for the completion of assigned tasks.

TIME, PROCEDURE, PENALTIES

- a) All work is expected to be submitted on the **due date** at the **time specified** to the students by their teachers.
- b) Work must be handed to the relevant teacher or submitted online when requested.
- c) It is the responsibility of the student to ensure that work has been received by their teacher.
- d) There will be consequences for late submission of work. This is to be determined by the professional judgment* of classroom teachers and may take into consideration the following factors:

The age of the student

Previous occurrences

The student's academic history (e.g. whether the student has specific learning needs)

Other personal circumstances

- e) Teachers are encouraged to liaise with Heads of Department and/or the MYP Coordinator if they have concerns over late/non-submission of student work.
- f) Parents will be conducted by the homeroom teacher when student's progress is not satisfactory or he/she behaves not according to the school standards.
- g) Head of school will meet with students and parents in serious instances /re-occurrences.
- h) Work not submitted on time (without adequate explanation or being unreasonably late-more than 5 days after deadline) may be marked but with no credit recorded, at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements.
- i) Incomplete work should be submitted on time despite its incompleteness.

If a student is absent from school on the day an assessment task is to be completed in class, he/she must see their teacher on their first day back, before attending any classes, to organize a time to catch up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).

Particularly, when a student is absent on the day a test is to be given, he/she must see his/her teacher so as to arrange a new date for the test within a week from the day the student returns.

Students may apply for an extension through their classroom teacher prior to the due date. Students must have a valid reason for application and, if approved, a new date will be set for submission.

TYPES OF ASSESSMENT

PLANNING ASSESSMENT: aims at exploring and enquiring upon students' needs and learning expectations; encouraging in the classroom environment: brainstorming, development of mind maps, student inquiries and original thoughts.

FORMATIVE ASSESSMENT: It is aimed to improve learning through open ended questions, projects, experiments, etc. In order to modify teaching and learning activities to improve student attainment, the teachers use a range of formal and informal assessments.

SUMMATIVE ASSESSMENT: summarizes development of student learning at a particular time. At the end of each unit, students are given a subject specific task. They are given task clarifications. MYP students are given criterion - based assessment. Subject specific policies are attached.

SELF AND PEER ASSESSMENT: The students are given a chance to assess themselves; to discover their strengths and weaknesses. They are expected to assess themselves in terms of IB Attitudes such as cooperation, integrity, tolerance, curiosity, creativity etc..

TEACHER ASSESSMENT TOOLKIT:

- Assessment Objectives/Criteria
- Excellent student sample work used as models
- Checklists
- Rubrics
- Academic Honesty policy
- Language policy
- School assessment practices policy

STANDARDIZATION

- The school adheres to a series of strict rules and regulations pertaining to the standardization of student assessment. In this fashion, quality, analysis of findings, reliability along with fairness are secured.
- The school ensures the existence of a designated assessment framework upon which, teachers' active participation and cooperation is necessitated.
- Department teachers discuss how to adjust objectives demands per grade level, the goals of material taught, rubrics, knowledge and skills acquired, student profile, exemplary student tasks along with the evaluation of possible complex cases.
- Through standardization students are fully informed regarding the demands of the academic curriculum. The terms and regulations are with clarity communicated to the school community, an issue which allows students to develop their skills, talents and efficiently manage their responsibilities.
- The parents are informed about the key principles of the curriculum, the level of knowledge and of skills that students are expected to develop, demands per grade level and subject area, the nature, timelines and degree of difficulty of tasks assigned.

FEEDBACK

GIVING FEEDBACK TO PARENT MEETINGS

Parents are invited to school after the first month following the beginning of the academic year and teachers and parents have one-to-one sessions to inform parents about MYP objectives and assessment procedures.

There are regular Parent-Teacher conferences twice a year at the end of first and second semester. In these conferences, parents are informed about student's performance, are given grade reports and are acquainted with improvement suggestion. Parents and teachers are free to make appointments to discuss student progress / achievements. As a school we have made provisions for parents to consult subject specific teachers concerning student performance, on a weekly basis.

MYP Assessment Criteria

Assessment for each subject course in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

SCIENCE

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8

ARTS

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

DESIGN

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

LANGUAGE AND LITERATURE

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

LANGUAGE ACQUISITION

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

MATH

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

PHYSICAL AND HEALTH EDUCATION

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

INDIVIDUALS AND SOCIETIES

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

PERSONAL PROJECT

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

REPORTS

- Reports, for MYP Years 1 to 4, are determined in accordance with the following time slots as determined by the school:
Trimester – 1: September to November
Trimester – 2: December to February
Trimester – 3: March to May, including end of year exams, June 1st to the 20th
- Grade reports are distributed to parents: at the end of the 1st and 3rd Semesters.
- Grade reports consist of 2 parts: grades pertaining to the Greek national curriculum (marks out of 20) and MYP assessment objectives.
- Reports for MYP Year 5, are determined in accordance with the following time slots:
 - Semester – 1: September to January
 - Semester – 2: February to May, including end of year exams.
- Respectively grade reports are distributed to parents at the end of the 1st and 2nd Semesters.

END OF YEAR EXAMS

- Upon the conclusion of the 3rd Trimester, 2nd Semester for MYP-5, students take final exams in all subject areas excluding Physical education, Arts and Home Economics.
- MYP1 students do not sit exams in June.
- Exams are designed collaboratively by respective in all subject areas, teachers.
- Special provisions are made for students with learning difficulties.
- Grade point average is calculated from:
 - academic achievement in all 3 Trimesters (2 Semesters MYP-5)
 - end of year exams
- Students that have not adequately performed throughout the academic year and failed to reach the designated passing score, are given the opportunity to re sit exams the first 2 weeks of September; should however the student fail again to reach a passing score, is obligated to repeat the year.

Platon School uses the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

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 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.
3	10-14	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.
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 realworld 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.

