

Assessment policy

Platon School



THE IB LEARNER PROFILE

Pages from the IB learner profile booklet

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to

support their learning and personal development.

Contents

1. Platon School Mission Statement	5
2. Assessment at Platon School IB Diploma	5
3. General Principles and Practices	6
4. Assessment tool matrix	10
5. Common Assessment Tasks & Marking	33
6. Connections with other policies	34
7. Responsibilities of the Stakeholders	37
8. Revision Process	39
References	40
ANNEX	41

1. Platon School Mission Statement

Platon school's mission is to support students' academic journey from childhood to adolescence in a safe and nurturing environment empowered by modern technologies, designed to accommodate different learning styles.

Our goal is to cultivate international mindedness and a sense of global citizenship by building national and international curricula in a truly bilingual environment which foster academic freedom, intellectual diversity, experimentation and technological advancements. We aspire to develop inquiring life-long learners who seek and define themselves, pursue their dreams guided by values, become knowledgeable, yet caring and balanced so as to experience personal success and help to create a better world.

2. Assessment at Platon School IB Diploma

Assessment at Platon School IB Diploma aims to measure the extent to which the Diploma students have attained designated academic standards and skills which are aligned with the IB Diploma subject curricula and philosophy. Through a diversity of summative and formative assessment techniques we aim to help students produce work they can take pride in. In order to facilitate this process, the Department gathers valuable assessment information from all teachers and compiles detailed student profiles which help students identify strengths and weaknesses. During in-class discussions and one-on-one meetings with their teachers, students are given ample opportunities to reflect on their progress and identify in which skills they need to focus.

We believe that the purpose of assessment is:

- To measure the extent to which a student has attained designated academic standards.
- For students to take advantage of the ample opportunities provided and produce work they can take pride in.

- To gather valuable information and compile student profiles as a means to improve both teaching and learning
- To process this information in order to effectively update this assessment policy.
- To make available clear, attainable goals and objectives to students and parents about the learning experiences Platon provides
- To empower a constructive parent - teacher partnership for the benefit of student learning
- To inform students, parents and the community at large in reference to what learning needs come next

We support strong challenging practices by:

- Clearly communicating, upon commencement of the academic year, assessment instruments and assessment matrix for all subject areas to students.
- maintaining accurate student progress records as a way to reflect performance and challenges to meet
- providing a variety of opportunities to students to demonstrate their learning based upon multiple forms of formative and summative assessment such as, essays, projects, collaborative work, varied written assignments, tests, quizzes, student reflection, peer assessment, laboratory reports and in-class presentations
- encouraging students to actively take part in the assessment of their work as a self reflection learning process,
- introducing Special provisions so as to meet the needs of students with learning and language difficulties.
- Informing students and parents about academic achievements in a variety of ways such as parent – teacher conferences and updated progress reports.
- helping students develop their language skills through all subject areas.

3. General Principles and Practices

1. All types of assessment should be linked with the objectives of the Diploma subjects as described in the relevant IB Diploma guides.
2. Assessment tools are criterion-based and the levels of achievement are the ones described in the relevant subject guides.
3. Teachers are expected to familiarize themselves with the principles and practices of the assessment in their subjects. They are also responsible to present and explain the relevant principles and procedures to the students.
4. The various forms of assessment should be aligned with the style of questions set by the IB. For this reason, an extensive use of past papers should be made. The purpose is to familiarize the students with the type of questions they will face in their final exams.
5. Teachers are obliged to keep detailed records of students' performance.
6. Throughout the assessment process it is essential for students to receive detailed feedback on their assignments and have a chance to reflect on their performance. For this reason, all teachers are expected to meet students and provide individualized consultations pinpointing areas that require improvement.
7. The academic year is divided into three terms:
8. First trimester: September to November
9. Second trimester: December to February
10. Third trimester: March to May
11. At the end of the first and second semester the Department organizes a parent teacher conference where grade reports are distributed to parents (See [Appendix](#)). During the meeting parents have the opportunity to receive first-hand information on the performance of students and get involved in the academic process.

12. In January, IB-1 students sit a mid-term exam while in June they sit the final-year exam. During the January session, students are examined in the material covered the previous semester, while in June they are examined on the material covered throughout the first year. The examination format (time allocation per paper, number of papers, type of questions) is as close as possible to the IB final examinations.
13. In March of year 2, upon completion of the syllabus, IB-2 students sit a mock exam. The format of the exam is an exact simulation of the IB final examination format.
14. Each year the school prepares a calendar of deadlines for the delivery of the internal assessment and Extended Essay, which are sent to the IB for moderation. It's the responsibility of the teachers to inform students of the internal deadlines of their subject area and make sure that moderated material is delivered on time to the coordinator.
15. Students' work should be authenticated before submission. For this reason, all teachers should be familiar with the use of appropriate authentication software (Turn It In). In case of malpractice, the teachers should immediately contact the coordinator.
16. Subject criteria are marked using the following percentage scale, while the subject grade is given in the 1 – 7 scale.

GRADE	PERCENTAGE SCALE	EXPLANATION
A	85-100 %	The student has achieved an excellent level of competence in the described criterion.
B	75-84 %	The student has achieved a very good level of competence in the described criterion.
C	65-74 %	The student has achieved a satisfactory level of competence in the described criterion.
D	55-64 %	The student has achieved a very limited level of competence in the described criterion.

E	50-54%	The student is borderline in the described criterion
F	less than 50%	The student has failed in the described criterion

17. Students failing to achieve a minimum of 24 as an overall score in the final exams of IB1, are given an additional exam in September of the next academic year. In the case where they fail the September exam, students will not have the chance to continue in the IB2 academic year.

18. Students requesting the equivalency with the Greek High School Apolytirion need to attend three additional subjects (Modern Greek Literature, Modern Greek Language and Greek History). The students are examined in the above subjects in the end of the first IB Diploma Year and in March of the second IB Diploma Year. As stated in the relevant Greek legislation policy given to the school by the Ministry of Education, failure to meet the standards of these exams will respectively result to students not being promoted to the IB Diploma Year 2 or sit the official IB exams.

4. Assessment tool matrix

4.1. Group 1: Studies in Language and Literature

Types of formative assessment	Aims	ATL skills addressed
<ol style="list-style-type: none"> 1. Class discussions 2. Writing in different genres 3. Responding to an opinion in writing 4. Developing vocabulary 5. Role Plays 6. Group work 7. Theatrical Performances 8. Observation 9. Peer editing 10. Self-editing and correcting 11. Storytelling and the importance of narration 	<ul style="list-style-type: none"> • Understanding the value and characteristics of various literary features • Understanding how language shapes meaning in literature • Decoding meaning based on specific use of vocabulary • Developing vocabulary • Developing intercultural awareness • Examining Storytelling and the importance of narration • Recognizing different genres in literature • Recognizing different literary movements and their characteristics • Understanding how literary movements shape literature • Understanding how historical events shape literature 	<ul style="list-style-type: none"> • Building Communicative skills • Building Presentation skills • Building interactive and social skills • Developing Research skills • Developing Creativity skills • Developing Problem solving skills by examining various literary personas • Developing Thinking Skills

Types of summative assessment	Aims	ATL skills addressed
<ol style="list-style-type: none"> 1. One presentation per month on the literary piece that we are studying 2. One past paper per month 3. One debate per month 4. Short and long answer questions on literature on a weekly basis 5. One Creative piece of writing per month based on the literature that we are studying. 6. One short essay on every literary piece studied 7. Presentation on cultural understanding and symbols in the literary pieces that we are studying 8. Oral presentation practices 9. Oral commentary practices 10. Presentations for the Written Assignment 11. Prompt writing for the Written Assignment. 12. Writing a rationale for the 	<ul style="list-style-type: none"> • Understanding the value and characteristics of various literary features • Understanding how language shapes meaning in literature • Decoding meaning based on specific use of vocabulary • Developing vocabulary • Developing intercultural awareness • Examining Storytelling and the importance of narration • Recognizing different genres in literature • Recognizing different literary movements and their characteristics • Understanding how literary movements shape literature • Understanding how historical events shape 	<ul style="list-style-type: none"> • Building Communications skills • Building Presentation skills • Building interactive and social skills • Developing Research skills • Developing Creativity skills • Developing Problem solving skills by examining various literary personas • Developing thinking skills • Building self management skills

Written Assignment	literature	
--------------------	------------	--

Group 1 Summative tasks	Contribution to semester grades (%)
1. Writing pieces	20
2. Oral presentations	15
3. Oral Commentary	15
4. Literature short and long answer questions	10
5. Paper-1 samples	20
6. Paper-2 samples	20

4.2. Group 2: Language acquisition

Types of formative assessment	Aims	ATL skills addressed
1. Class discussions 2. Writing in different genres 3. Responding to an opinion in writing 4. Developing vocabulary 5. Role Plays 6. Group work 7. Theatrical Performances 8. Observation 9. Peer editing 10. Self-editing and correcting 11. Storytelling and the	<ul style="list-style-type: none"> Understanding the value and characteristics of various literary features Understanding how language shapes meaning in literature Decoding meaning based on specific use of vocabulary Developing vocabulary Developing intercultural awareness Examining Storytelling and the importance of narration 	<ul style="list-style-type: none"> Building Communicative skills Building Presentation skills Building interactive and social skills Developing Research skills Developing intercultural awareness Developing Problem

<p>importance of narration</p>	<ul style="list-style-type: none"> • Recognizing different genres in literature • Recognizing different literary movements and their characteristics • Understanding how literary movements shape literature • Understanding how historical events shape literature 	<p>solving skills by examining various literary personas</p> <ul style="list-style-type: none"> • Developing thinking skills • Building self-management skills
<p>Types of summative assessment</p>	<p>Aims</p>	<p>ATL skills addressed</p>
<ol style="list-style-type: none"> 1. One writing piece per week in order to enhance writing skills for paper 2 (i.e.: report, speech, letter, blog, article, brochure, review etc or a Personal Response on a famous quote) 2. One presentation per month on a topic of student choice 3. Two past papers per month 4. One IELTS paper per month 	<ul style="list-style-type: none"> • Understanding the value and characteristics of various literary features • Understanding how language shapes meaning in literature • Decoding meaning based on specific use of vocabulary • Developing vocabulary • Developing intercultural awareness • Examining Storytelling and the importance of narration • Recognizing different 	<ul style="list-style-type: none"> • Building Communicative skills • Building Presentation skills • Building interactive and social skills • Developing Research skills • Developing intercultural awareness • Developing Problem solving skills by examining various literary personas • Developing thinking skills

<p>5. One Vocabulary test per month</p> <p>6. One debate per month</p> <p>7. Individual Oral Practice</p> <p>8. Short and long answer questions on literature</p> <p>9. One comprehension passage per week accompanied by language exercises (i.e.: short answer questions, multiple choice, fill in the gap, match the word to its meaning, replacing words with pronouns, true and false with justification)</p> <p>10. Watching and analyzing movies – writing reviews, opinion essays and articles / 5 times a year</p> <p>11. Practicing for the Written Assignment once a month</p> <p>12. Creative writing pieces on monthly basis</p>	<p>genres in literature</p> <ul style="list-style-type: none"> • Recognizing different literary movements and their characteristics • Understanding how literary movements shape literature • Understanding how historical events shape literature 	<ul style="list-style-type: none"> • Building self-management skills
---	---	---

Group 2 Summative tasks	Contribution to semester grades (%)
1. Writing pieces	20
2. Oral presentations	15
3. Individual oral	15
4. Past papers	20
5. Reading Comprehensions	15
6. Vocabulary tests	5
7. Literature short and long answer questions	10

4.3. Group 3 Individuals and Societies

4.3.1 Business & Management

Types of formative assessment	Description	ATL skills addressed
Analysis of case studies	From the textbook, other books used and relevant web sites.	Thinking Skills
T-F Quizzes		Thinking – Communication – Self Management Skills
Application of business tools to real life examples		Thinking Skills
In-class presentations	On topics related to several parts of the syllabus	Social – Communication – Thinking Skills
Class participation	Assessing team work, use of substantiated arguments when discussing on subject related issues	Thinking Skills

Evaluation of strategies applied and tools used by real life or fictitious organizations		Thinking Skills
Proposing suitable solutions	To problems real life or fictitious organizations might be facing.	Thinking Skills
Data-based and long-answer questions from past papers		Communication – Thinking Skills
Essay-writing	On the core concepts of business management using real life business examples as stimulus material.	Communication – Thinking – Research Skills
Types of summative assessment	Description	ATL skills addressed
Revision tests upon completion of topics (IB-1)	<ul style="list-style-type: none"> • Students are informed in advance. 	Self Management – Communication – Thinking Skills
Case studies to be examined in the form of questions or essays related to core business concepts (IB-1)	<ul style="list-style-type: none"> • On a weekly basis. • Marking according to the criteria described in the Business Management guide. • Case studies are chosen from past papers, question banks, web sites and books used. • Promotes self-learning 	Research – Thinking – Communication Skills
Revision tests when completing topics (IB-2)	<ul style="list-style-type: none"> • Students are informed in advance • Marking according to the objectives described in the Business Management guide. • Questions chosen from past papers and/or question banks. 	Self Management – Communication – Thinking Skills

Oral Presentation of the Internal Assessment research proposal (IB-2)	<ul style="list-style-type: none"> Marking according to the objectives described in the guide regarding IA research proposal requirements. 	Research – Thinking – Communication Skills
First full draft of IA (IB-2)	<ul style="list-style-type: none"> Marking according to the objectives described in the Business Management guide. 	Research – Thinking – Communication Skills
Revision Tests upon completion of syllabus (IB-2) Business Mock Exam (IB-2)	<ul style="list-style-type: none"> Marked according to the objectives described in the Business Management guide. 	Self Management – Communication – Thinking Skills

Business & Management Summative tasks	Contribution of semester grades (%)
1. Revision tests upon completion of topics (IB-1)	80% (1 st Sem.) 30% (2 nd , 3 rd Sem.)
2. Case studies to be examined in the form of questions or essays related to core business concepts (IB-1)	20% (1 st , 2 nd , 3 rd Sem.)
3. Revision tests when completing topics (IB-2)	70% (1 st Sem.) 75% (2 nd Sem.)
4. Oral Presentation of the Internal Assessment research proposal (IB-2)	10% (1 st Sem.)
5. First full draft of IA (IB-2)	20% (1 st Sem.) 25% (2 nd Sem.)
6. Revision Tests upon completion of syllabus (IB-2)	20% (3 rd Sem.)
7. Business Mock Exam (IB-2)	

4.3.2. Economics

4.3.3. Environmental Systems and Societies (Interdisciplinary)

Types of formative assessment	Description	ATL skills addressed
Class Debates	Students are asked to research on specific topics; i.e. methods for population management.	Communication – Social – Thinking Skills
Creating a poster and or video competition	Students are asked to work in teams and are assessed both for the outcome of the project as well as for the level of collaboration; performing a line transect	Communication – Research Skills
In class presentations	Involving thorough research of a topic the students select	Social – Research – Thinking Skills
Types of summative assessment	Description	ATL skills addressed
Short essays	<ul style="list-style-type: none"> On a weekly basis 	Communication – Research – Thinking Skills
Unannounced tests	<ul style="list-style-type: none"> On the topic the class is examining 	Thinking – Self Management
Questions to be answered from the ESS Question Bank	<ul style="list-style-type: none"> On a weekly basis; These are assessed by the teacher and or used for peer assessment and self reflection. 	Thinking Skills
Lab & field work ,presenting detailed lab reports	<ul style="list-style-type: none"> Students are expected to perform experiments; analyse data and evaluate 	Research – Thinking Skills

	methodology	
Tests upon completion of topics		Communication – Self Management – Thinking
Internal Assessment progress report (IB-2 only)		Research – Thinking Skills

Environmental Systems and Societies summative tasks	Contribution to semester grades (%)
1. Short essays	10%
2. Unannounced tests	10%
3. Questions to be answered from the ESS Question Bank	10%
4. Lab & field work ,presenting detailed lab reports	30%
5. Tests upon completion of topics	20% -- 40%
6. Internal Assessment progress report (IB-2)	20% (1 st , 2 nd semester)

4.3.4. History

Types of formative assessment	Description	ATL skills addressed
Weekly Essays	Students are assigned an essay to complete on a weekly basis; additionally are expected to utilize bibliography (4 sources min.); as a means to enhance knowledge, vocabulary and built an exam essay portfolio.	Thinking, Research, Communication Skills
Class Timed Essays (unannounced)	Students are called to complete an essay (questions drawn from past exam papers), under timed conditions 50 min, on the topic we examine the particular week.	Thinking skills and Self Management
Class Presentations	Students select a sub-unit from the topic we examine to explore and present various perspectives along with Historians views in class; usual tool applied in this case are power point presentations again however with specific bibliography.	Social, Research Skills
Class Essays with given bibliography (on a monthly basis)	Students are given an essay title (drawn from past exam papers) and are additionally distributed handouts/books/articles of Historians in order to complete the task in class; as a way to get accustomed to research tactics.	Thinking & Communication Skills
An Exam Booklet with past exam papers is distributed to students Deconstructing Essay Questions and developing Essay	Essay questions are deconstructed and interpreted; moreover plans with key issues to be addressed are developed in	Thinking Skills

Plans in class (IB-2)	class; the aforementioned serves the purpose of building exam portfolios; questions drawn from the exam booklet.	
Types of summative assessment	Description	ATL skills addressed
Unit Tests	<ul style="list-style-type: none"> Upon completion of a topic a test is assigned and time given for appropriate revision is an estimate of 10 days. 	Self Management & Communication Skills
Development and progression of Internal Assessments (IB-2)	<ul style="list-style-type: none"> 1st full draft of the IA is expected at the beginning of IB year 2. However progression of IA is taken into account for the completion of predicted and 1st semester grades. 	Research, Self Management Skills
Preparation and revision for Mock Exams (IB-2)	<ul style="list-style-type: none"> As syllabus for both HL and SL is completed by January of Year 2, intense revision classes are conducted with essay plans, timed practice of exam papers, revising timelines. 	Self Management

History summative tasks	Contribution to semester grades (%)
1. Weekly Essays	30%

2. Class Timed Essays (unannounced)	15%
3. Class Essays with given bibliography (on a monthly basis)	5%
Development and progression of Internal Assessments (IB-2)	30% (<i>as essays constitute 20% only for Year 2</i>)
4. Unit Tests	50%

4.3.5. Psychology

Types of formative assessment	Description	ATL skills addressed
Class -Debates	After students have finished an extensive inquiry on a subject.	Communication – Social – Thinking Skills
Presentation of material/issues/studies	Involving thorough research of a topic the students select	Social – Communication – Thinking Skills
Types of summative assessment	Description	ATL skills addressed
Revision questions -Assessing past paper questions		Self Management – Thinking – Communication Skills
Essays which require inquire for more in-depth information for concepts/theories		Research – Thinking – Communication Skills
Unit Review Tests		Self Management – Thinking – Communication Skills
Psychology Mock Exam (IB-2)		Self Management – Thinking – Communication Skills

Psychology summative tasks	Contribution to semester grades (%)
1. Revision questions -Assessing past paper questions	50%
2. Essays which require inquiry for more in-depth information for concepts/theories	20%
3. Unit Review Tests	30%
4. Psychology Mock Exam (IB-2)	40% (3 rd semester)
5. Internal Assessment progress report (IB-2)	20% (3 rd semester)

4.3. Group 4 Experimental Sciences

4.3.1. Biology, Chemistry & Physics

Types of formative assessment	Description	ATL skills addressed
In-class presentations	On topics of international interest (stimuli from in-class discussions and textbook)	Communication – Social – Thinking – Research Skills
Class debates		Thinking Skills
Essay-writing	On the nature of science (stimuli from in-class discussions and textbook)	Communication – Thinking – Research Skills
Data-based questions from the textbook		Thinking Skills
Data-based and long-answer questions from past papers		Thinking – Communication Skills
Lab reports after practical's		Thinking – Communication – Research Skills

Coordination and cooperation during lab work	Ability to follow instructions, handling of instruments	Social Skills
Reflecting on own progress and self-supported learning.		Communication – Social – Thinking – Research Skills
Types of summative assessment	Description	ATL skills addressed
Revision tests upon completion of topics	<ul style="list-style-type: none"> • Students are informed in advance • Marking according to the objectives described in the respective guide. Questions chosen from past papers or question banks. 	Self Management – Thinking – Communication Skills
Set of revision questions at the end of each topic	<ul style="list-style-type: none"> • Deadline after a week • Marking according to the objectives described in the respective guide. • Questions chosen from past papers or question banks. Promotes self-learning 	Research – Thinking – Communication Skills
Average of lab reports received per semester	Marking according to the objectives described in the respective guide.	Communication – Self Management – Thinking Skills
First full draft of IA (IB-2)	Marking according to the objectives described in the respective guide.	Communication – Self Management – Thinking Skills
Final full draft of IA (IB-2)	Marking according to the objectives described in the respective guide.	Communication – Thinking Skills
Revision Tests upon completion of syllabi (IB-2)	Marking according to the objectives described in the	Communication – Self Management –

	respective guide	Research -Thinking Skills
Mock exams		Self Management – Thinking Skills

<i>4.3.2. Biology, Chemistry & Physics</i> summative tasks	Contribution to semester grades (%)
1. Revision tests upon completion of topics	70% (IB1) 75% (IB2)
2. Set of revision questions at the end of each topic	15%
3. Average of lab reports received per semester	15%
4. First full draft of IA	15% (1 st Sem.)
5. Final full draft of IA	25% (2 nd Sem.)
6. Revision Tests upon completion of syllabi	20% (3 rd Sem.)
7. Mock Exams	80% (3 rd Sem.)

4.4.2 Environmental Systems and Societies (Interdisciplinary)

Types of formative assessment	Description	ATL skills addressed
Class Debates	Students are asked to research on specific topics; i.e. methods for population management.	Communication – Social – Thinking Skills
Creating a poster and or video competition	Students are asked to work in teams and are assessed both for the outcome of the project as well as for the level of collaboration; performing a line transect	Communication – Research Skills

In class presentations	Involving thorough research of a topic the students select	Social – Research – Thinking Skills
Types of summative assessment	Description	ATL skills addressed
Short essays	<ul style="list-style-type: none"> On a weekly basis 	Communication – Research – Thinking Skills
Unannounced tests	<ul style="list-style-type: none"> On the topic the class is examining 	Thinking – Self Management
Questions to be answered from the ESS Question Bank	<ul style="list-style-type: none"> On a weekly basis; These are assessed by the teacher and or used for peer assessment and self reflection. 	Thinking Skills
Lab & field work ,presenting detailed lab reports	<ul style="list-style-type: none"> Students are expected to perform experiments; analyse data and evaluate methodology 	Research – Thinking Skills
Tests upon completion of topics		Communication – Self Management – Thinking
Internal Assessment progress report (IB-2 only)		Research – Thinking Skills

Environmental Systems and Societies summative tasks	Contribution to semester grades (%)
---	--

7. Short essays	10%
8. Unannounced tests	10%
9. Questions to be answered from the ESS Question Bank	10%
10. Lab & field work ,presenting detailed lab reports	30%
11. Tests upon completion of topics	20% -- 40%
12. Internal Assessment progress report (IB-2)	20% (1 st , 2 nd semester)

4.5. Group 5 Mathematics

Types of formative assessment	Description	ATL skills addressed
Solving exercises in class		Thinking Skills
Quizzes		Thinking Skills
Types of summative assessment	Description	ATL skills addressed
Revision tests after the completion of each topic	<ul style="list-style-type: none"> • Students are informed one week prior the test • Questions chosen from past papers/question banks. • Marking according to the IB mark schemes. 	Communication – Self Management – Thinking Skills
Sets of review questions at the end of each chapter	<ul style="list-style-type: none"> • Questions chosen from past papers/question banks. • Marking according to the IB mark schemes. 	Communication – Thinking – Self Management Skills
Sets of homework questions in		Thinking Skills - Self

between classes	<ul style="list-style-type: none"> • Consistency and effort are taken into consideration • Exercises are solved in class according to the objectives described in the Mathematics guide. • Questions chosen from various textbooks and past papers/question banks. • Consistency and effort are taken into consideration • Promotes self-learning 	Management Skills
Internal Assessment progress report (IB-2)		Communication – Self Management – Thinking Skills
Math Mock Exam (IB-2)		Communication – Self Management – Thinking Skills

Mathematics & Math. Studies summative tasks	Contribution to semester grades (%)
1. Revision tests after the completion of each topic	IB-1: 70% (1 st Sem.) 30% (2 nd , 3 rd , Sem.) IB-2: 50% (1 st , 2 nd , Sem.)
2. Sets of homework questions in between classes	IB-1: 15% (1 st , 2 nd , 3 rd , Sem.) IB-2: 15% (1 st , 2 nd , Sem.)
3. Sets of review questions at the end of each chapter	IB-1: 15% (1 st , 2 nd , 3 rd , Sem.) IB-2: 15% (1 st , 2 nd , Sem.)
4. Internal Assessment progress report (IB-2)	20% (1 st , 2 nd , 3 rd , Sem.)

5. Math Mock Exam (IB-2)	80% (3 rd Sem.)
--------------------------	----------------------------

4.6. *Group 6: Visual Arts*

Types of formative assessment	Description	ATL skills addressed
Workbook research pages	<p>Research pages in the investigation workbook that is comprised of written as well as visual investigation. The research content is always connected to the larger project that the student is working on at the time</p>	Thinking, Communication, Research Skills
Studies for the studio work	<p>Studio work, or studies for the studio work that we work on at art class. Usually most studio work is done in the art class.</p>	Thinking, Communication Skills
Types of summative assessment	Description	ATL skills addressed
Studio work	<ul style="list-style-type: none"> Involves technical accomplishment and an understanding of the use of materials, ideas and practices appropriate to visual communication. 	Thinking, Communication Skills
Visual Investigation work	<ul style="list-style-type: none"> Involves experimentation, exploration, manipulation and refinement of a variety of visual arts activities. 	Thinking, Communication, Research Skills

Written Investigation work	<ul style="list-style-type: none"> • Involves independent critical and contextual investigation that explores artworks, objects and artefacts from differing cultural contexts. 	Thinking, Communication, Research, Self Management Skills
----------------------------	--	---

Mathematics & Math. Studies summative tasks	Contribution to semester grades (%)
1. Studio work	40%
2. Visual Investigation work	30%
3. Written Investigation work	30%

4.7. Core: Theory of Knowledge

Types of formative assessment	Description	ATL skills addressed
Keeping a Journal	Students are called to record Real Life Situations and reflect upon them in relation to suitable AOKs and WOKs.	Thinking Skills
Developing and deconstructing Knowledge Questions	In class students are called to either develop KQs and or deconstruct KQs as a means of becoming better knower's.	Thinking Skills
Developing mind maps for Essays and Presentations	Irrespective of the type and nature of assignment students are called to	Thinking Skills

	develop and submit mind maps with short reflections.	
Class Essays	A KQ and or statement is given to students to complete in class under timed conditions along with an article or other external stimuli.	Thinking & Self Management Skills
Types of summative assessment	Description	ATL skills addressed
Class presentations	<ul style="list-style-type: none"> Students select RLSs in order to present in class within the framework of TOK concepts and structure appropriate to visual communication. 	Thinking & Social & Communications Skills
Essays	<ul style="list-style-type: none"> KQs and or statements are given to students mainly drawn from a pool of past TOK titles, to complete of about 1,600 words. 	Thinking & Communication skills
Essay completed during the end of year exams	<ul style="list-style-type: none"> An article or other stimuli is given to students in order to reflect and develop KQs accordingly. 	Thinking & Communication Skills

Theory of Knowledge summative tasks	Contribution to semester grades (%)
1. Class Presentations	30%

2. Developing and deconstructing Knowledge Questions	10%
3. Developing mind maps for Essays and Presentations	20%
4. Essays	30%
5. Class Essays	10%

5. Common Assessment Tasks & Marking

The following tasks apply to All subjects

Types of summative assessment	Description	ATL skills addressed
Mid-Year exams (IB-1)	This set of exams involves all subject areas and takes place mid January of Year 1	Communication - Self Management - Thinking skills
End of year exams (IB-1)	This set of exams involves all subject areas and occurs in June or end of Year 1	Communication - Self Management - Thinking skills
Mock Exams	A simulation of the actual Diploma exams involving all subject areas; the schedule is accordingly drawn by the official May examination session timetable.	Communication - Self Management - Thinking skills

IB-1 Annual Course Grade (per subject area)

The annual course grade of students at the end of year 1 is given in the 1-7 scale and is calculated using the following formula

IB-1 end of year Course Grade = Semester 1 grade X 20 % + Semester 2 grade X 20 %, + Semester 3 grade X 20 %, + Mid Year Exams x 15% + End of Year Exams x 25 %

University predicted grades

University predicted grades are released per student request from mid September till later November. The university predicted per subject is calculated using the following formula

University predicted grades (per subject) = IB-1 end of year Course grade x 60% + Revision Tests Sept. To Oct. (Year-2) X 15% + Internal Assessment/ Extended Essay progress (teachers' report) X 25%

IB-2 Annual Course Grade (per subject area)

The annual course grade of students at the end of year 2 is given in the 1-7 scale and is calculated using the following formula

IB-2 end of year Course Grade = Semester 1 grade X 20 % + Semester 2 grade X 20 %, + Internal Assessment X 25 %, + Mock Exams x 35 %

6. Connections with other policies

6.1. Connections with SEN policy

1. Platon School IB Diploma welcomes students with different educational and learning, needs and abilities.
2. The school recognizes that differentiation in class promotes effective learning and realistic assessment.
3. Students identified as needing special attention (difficulties in key skills, little or no progress in key assessment stages) are directed to the Student's Support Team. A first meeting with the ones being involved in the case takes place in order for further information to be collected
4. The SC will monitor and review student progress and based on results will direct parents to have the student tested in a public authority for learning difficulties.
5. Students diagnosed as students with Special Educational Needs need to submit to the Department's office a report from a public or private authority identifying the special educational needs involved.
6. It's the responsibility of the Coordinator and the SEN counselor to advise students with SEN when applying to the Diploma about programme requirements and subject selections.

7. SEN Students are offered a variety of arrangements to facilitate their learning and the assessment procedures. These may include:
- Modification to exam papers;
 - Extension to deadlines;
 - Additional time in tests, mid-term and end of the year exams;
 - Rest periods;
 - Access to computers and information and communication technology facilities.
8. Based on external and internal SEN reports the DP coordinator will request from the IB organization to authorize “Special arrangements” for the final exams, which may include:
- Modification to exam papers;
 - Extension to deadlines;
 - Assistance with practical work;
 - Additional time;
 - Rest periods;
 - Information and communication technology;
 - Scribe and transcription;
- Request is based upon:
- (a) Psychological/ pedagogical/ medical report from a verified external vendor.
 - (b) Psychological/ pedagogical evidence from the school’s counselor and the Diploma staff.
9. It’s the responsibility of the Diploma staff to work collaboratively to facilitate the students with SEN.
10. Information on students are treated with discretion and confidentiality.

6.2. Connections with the Academic Honesty Policy.

1. It is of outermost importance that the Diploma students must understand the basic meaning and significance of concepts like intellectual property and authenticity. Once the students understand these concepts they may apply them when preparing their own work
2. It is essential that the students understand the differences between effective cooperation and collusion or plagiarism. Students may cooperate during in-class activities and science practicals. However, when working in groups, students should have their very own distinct role and specific tasks to complete.
3. Procedures for dealing with Dishonesty are described in the relevant AH policy.

6.3. Connections with the Language policy.

1. While English is the language of instruction in the IB Diploma Programme, the language policy allows for students to inquire in the mother tongue and aspires to multilingualism. The school is committed to providing as much diversity of language instruction as possible in its effort to promote intercultural understanding.
2. Applicants are required to complete a Student Background Survey and take a placement test that indicates their proficiency in their mother tongue, English and other languages. It is imperative that all students entering the IB Diploma programme hold the First Certificate in English at least, if not the Advanced or Proficiency Certificates. There also needs to be evidence of their good command of Modern Greek and any other language that they have studied.
3. Due to the fact that the language of instruction of the school for the MYP and PYP is Modern Greek, all students are obliged to attend the Modern Greek A Literature course either at SL or HL. In the case where a student joins Platon School at the Diploma years, the student must have the ability to choose between the Modern Greek or English A Literature courses. If the student does not have the ability to attend the Modern Greek A Literature course, he/she will

have to study his or her own native language through the Self Taught programme. Students coming from the Platon MYP programme must have the ability and interest to study the English A Literature course; otherwise they will have to attend the English B course at HL, which will enhance their language skills and intercultural understanding.

4. Due to the fact that each individual learns at a different rate and speed, all language teachers at Platon School assess all language skills (reading, writing, listening and speaking) on a regular basis. Formative and summative assessments in the classroom, based on the criteria provided by the IBO, provide information on language growth and evidence of language acquisition levels.

7. Responsibilities of the Stakeholders

7.1. School responsibilities

It is the school's responsibility to:

1. Promote and support teachers' professional development with online and vis a vis workshops
2. Subsidize the department with essential examination and revision material.
3. Provide resources for the implementation and continuation of the Special Education Needs Policy.
4. Inform parents and guardians about assessment procedures and expectations.
5. Act as an arbitrator in cases of serious academic misconduct.

7.2. Teacher responsibilities

It is the teachers' responsibility to:

Follow deadlines outlined by the IB Assessment Calendar

1. Submit the appropriate IA sample and the relevant predicted grades according to the calendar.

2. Frequently contact the Coordinator to discuss student performance and pending issues.
3. Communicate extensively with students to provide feedback
4. Work collaboratively with other teachers and the Coordinator on the assessment scheme.
5. Use a variety of assessment techniques to differentiate instruction.
6. Act as good role models for the students.
7. Be familiar with all IB documents related to their subject (guides, additional material available on the OCC)
8. Familiarize students with the objectives and assessment procedures of each course.
9. Explain to students the concepts of plagiarism, collusion and duplication of work.
10. Help the students develop the necessary skills for appropriately referencing their work.
11. Inquire on sudden improvements in a student's quality of work that may indicate malpractice.
12. Monitor the progress of students during their Internal Assessment and Extended Essay and orally examine students suspicious of malpractice.

7.3. Student responsibilities

It is the students' responsibility to:

1. Successfully complete all summative and formative tasks assigned by teachers assessments
2. Meet all deadlines for classroom assignments and IA final drafts as described in the calendar.
3. Meet all deadlines set by the Extended Essay supervisors.
4. Strive to develop the ATL skills related with the assessment activities.
5. Actively seek feedback from their teachers and reflect on their strength and weaknesses.

6. Successfully complete the IB-1 year in order to be promoted to year 2.
1. Read carefully the school's Policy on Academic Honesty and the publication "General regulations: Diploma Programme:"
2. Sign a contract at the beginning of the year declaring that will adhere to all rules and regulations pertaining to commitment and 'own work' policy.
3. Apply the MLA format to appropriately reference all sources used.
4. Submit to teachers the final draft of their work after carefully checking that all sources have been appropriately acknowledged.
5. Not to submit work that is a result of a group effort. The final work should be the result of independent effort. Work/ Data from other students should be carefully acknowledged.
6. Read carefully the "Conduct of the examinations: Notice to candidate" and make inquiries to the IB Diploma Coordinator before the final exams.

7.4. Parent/Guardian responsibilities

It is the parents/guardians responsibility to:

Monitor student progress weekly using the Parent Portal

1. Discuss performance and progress with student frequently to show support and encourage student achievements.
2. Attend IB parent meetings so as to receive feedback on student's progress.
1. Read carefully school's Policy on Academic Honesty and the publication "General regulations: Diploma Programme:"
2. Sign a contract at the beginning of the year stating that they will do everything possible so that the student works independently.
3. Encourage students to:
 - a. plan ahead when studying for an exam or completing a paper.
 - b. work independently throughout the programme.

8. Revision Process

9. Revising the Academic Honesty Policy

This document was first developed in 2015 during the school's preparation for authorization.. This is the first detailed revision of the ASP of the school. It's the intention of the pedagogical leadership team to effectively revise the policy in order to align with the IB requirements.

The group responsible for this revision is:

- a. Dr. Miltiadis-Spyridon Kitsos, IB Diploma Coordinator
- b. Mrs. Vassia Papadopoulou, IB Continuum Coordinator
- c. Heads of the IB Departments.

References

Diploma Programme assessment: From Principles to practice. IBO, 2010

Diploma Programme: General Regulations. IBO, 2014.

Approaches to Teaching and Learning in the Diploma Programme, IBO, 2014

Guidelines for developing a school assessment policy in the Diploma Program. IBO, 2010.

Candidates with assessment access requirements. IBO, 2013.

ANNEX

Grade Report Sample for IB1 and IB2:



PLATON IB DIPLOMA PROGRAMME

GRADE REPORT – IB1/2

Period: _____

STUDENT NAME:

ATTENDANCE:

SELECTED COURSES

GROUP 1. LANGUAGE

Modern Greek SL HL Antonia Sakka

Modern Greek SL HL Giorgos Apostolou

English A SL HL Antonia Sakka

GROUP 2. LANGUAGE B

English B SL HL Antonia Sakka

GROUP 3. INDIVIDUALS & SOCIETIES

History SL HL Tania Petratou

Business & Management SL HL Aggeliki Viniou

Economics SL HL Aggeliki Viniou

Psychology SL Athanasios Tsiamis

GROUP 4. SCIENCES

Biology SL HL Dr. Miltiadis Kitsos

Chemistry SL HL Kostas Thanopoulos

Physics SL HL Dr. Apostolos Efstathiou

Environmental Studies SL Dr. Eleni Ktistaki

GROUP 5. MATHEMATICS

Mathematics SL HL Studies P. Gyftopoulos

GROUP 6. THE ARTS

Visual Arts SL HL Dimitris Ioannou

CORE

Theory Of Knowledge Tanya Petratou

CAS Antonia Sakka

EXPLANATION OF GRADE SCALE

GRADE	PERCENTAGE SCALE	EXPLANATION
A	85-100 %	The student has achieved an excellent level of competence in the described criterion.
B	75-84 %	The student has achieved a very good level of competence in the described criterion.
C	65-74 %	The student has achieved a satisfactory level of competence in the described criterion.
D	55-64%	The student has achieved a very limited level of competence in the described criterion.
E	50-54%	The student is borderline in the described criterion
F	less than 50%	The student has failed in the described criterion

1. MODERN GREEK

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
The student demonstrates knowledge, understanding and proceeds to an effective interpretation of a given work		
The student demonstrates sufficient understanding and provides an appropriate response to questions posed in written and oral assignments		
The student demonstrates an appreciation of the writer's choices in a given work.		
The student demonstrates skills in the organisation and development of their arguments in written and oral assignments.		
Use of language		
<i>Course Grade (1 to 7)</i>		

2. ENGLISH A

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
<i>Course Grade (1 to 7)</i>		

3. ENGLISH B

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
A: Language (accuracy in writing)		
B: Message (how well is written work organized and relevant ideas developed)		
C: Reading Comprehension (Understand a range of written texts)		
D: Productive Skills (How effectively does the student use language in speech)		
E: Interactive and Receptive Skills (oral interaction in conversation)		
<i>Course Grade (1 to 7)</i>		

4. HISTORY

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
Knowledge & Understanding		
Application & Interpretation		
Synthesis & Evaluation		
Use of Historical Skills		
<i>Course Grade (1 to 7)</i>		

5. BUSINESS & MANAGEMENT

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
Level 1: Knowledge The student demonstrates knowledge of the tools and theories taught in class		
Level 2: Understanding The student demonstrates understanding of the tools and theories taught in class		
Level 3: Application The student is able to effectively apply the theories and tools taught in class to analyze case studies		
Level 4: Opinion The student is able to evaluate a course of action		
<i>Course Grade(1 to 7)</i>		

6. ECONOMICS

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
<i>Course Grade(1 to 7)</i>		

7. PSYCHOLOGY

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
<i>Course Grade(1 to 7)</i>		

8. CHEMISTRY

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
The student demonstrates an understanding of: (a) scientific facts & concepts (b) scientific terminology (c) methods and techniques.		
The student is able to apply and use: (a) scientific facts & concepts (b) scientific terminology (c) appropriate methods and techniques.		
The student is able to use appropriate methods to present data.		

The student is following instructions during labs and he/she is working with precision and safety.		
Course Grade(1 to 7)		

9. PHYSICS

Criteria Assessed	Letter Grade	Teacher notes
The student demonstrates an understanding of: (a) scientific facts & concepts (b) scientific terminology (c) methods and techniques.		
The student is able to apply and use: (a) scientific facts & concepts (b) scientific terminology (c) appropriate methods and techniques.		
The student is able to use appropriate methods to present data.		
The student is following instructions during labs and he/she is working with precision and safety.		
Course Grade (1 to 7)		

10. BIOLOGY

Criteria Assessed	Letter Grade	Teacher notes
The student demonstrates an understanding of: (a) scientific facts & concepts (b) scientific terminology (c) methods and techniques.		
The student is able to apply and use: (a) scientific facts & concepts (b) scientific terminology (c) appropriate methods and techniques.		
The student is able to use appropriate methods to present data.		
The student is following instructions during labs and he/she is working with precision and safety.		
Course Grade(1 to 7)		

11. MATHEMATICS

Criteria Assessed	Letter Grade	Teacher notes
Knowledge and use of mathematical concepts and principles. Ability to formulate and communicate clearly a mathematical argument.		
Read, interpret, select appropriate mathematical strategies/techniques and solve a given problem using correct mathematical terms and		

notation.		
Recognize patterns and structures in a variety of situations and make generalizations.		
<i>Course Grade(1 to 7)</i>		

12. ENVIRONMENTAL STUDIES

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
The student demonstrates an understanding of information, terminology, concepts, methodologies and skills with regard to environmental issues.		
The student applies and uses information, terminology, concepts, methodologies and skills with regard to environmental issues		
The student is able to use appropriate methods to present data.		
The student selects and demonstrates the appropriate practical and research skills necessary to carry out investigations with due regard to precision. The student is following instructions during labs and he/she is working with precision and safety.		
<i>Course Grade (1 to 7)</i>		

13. VISUAL ARTS

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
Studio work (60% of final grade) involves practical exploration and artistic production		
Investigation work (40% of final grade) involves independent contextual, visual and critical investigation, both visual and written		
Personal Commitment		
<i>Course Grade (1 to 7)</i>		

14. THEORY OF KNOWLEDGE

<i>Criteria Assessed</i>	<i>Letter Grade</i>	<i>Teacher notes</i>
Formulating and evaluating Knowledge Questions		
Quality of analysis involving: clear arguments, effective evaluation, counter claims and implications explored		
Effort		

CREATIVITY, ACTION, SERVICE

	<i>Hours Registered (up to)</i>	<i>Teacher notes</i>
<i>Creativity</i>		
<i>Action</i>		
<i>Service</i>		