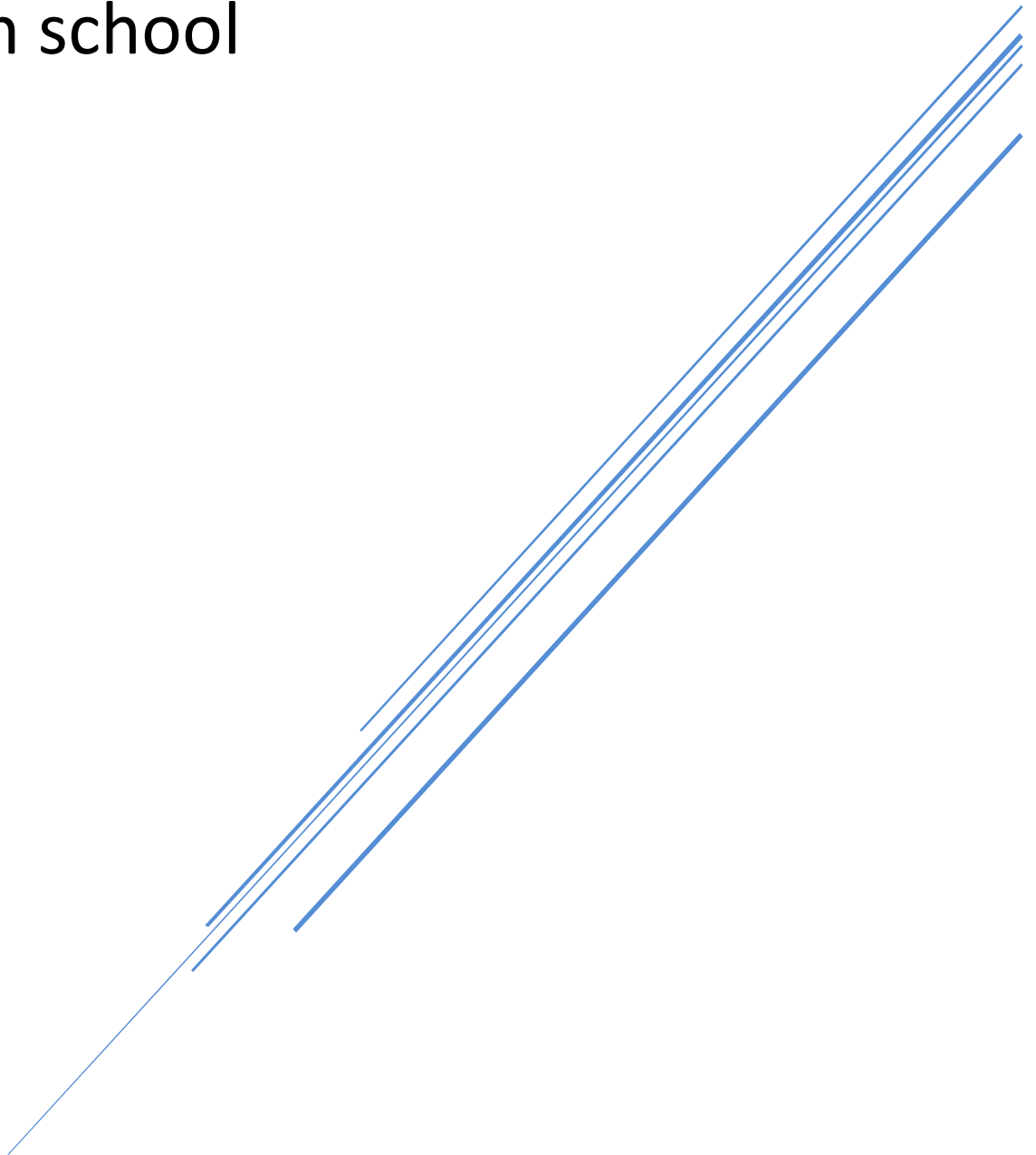




Assessment Policy

Platon school



For the PYP, MYP and DP

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A. ASSESSMENT: PRINCIPLES AND PRACTICE IN THE SCHOOL'S IB CONTINUUM

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 depending on educational and course context
- Need to know their achievements, progress and areas of improvement in the learning process
- Should receive feedback that is positive and constructive

THE CURRICULUM AND INSTRUCTIONAL PROCESS ASSESSMENT SHOULD THROUGHOUT THE DURATION OF THE DIPLOMA:

- Account for a variety of learning styles
- Be relevant and motivating to students incorporating a wide variety of assessment opportunities
- Have clear criteria whether these are IB-mandated or dictated by the national curriculum
- Promote critical and creative thinking skills
- Help students nurture and develop aspects of the IB learner profile
- 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 a variety of formative and summative well-designed tasks as a way to evaluate student achievement and assist in the improvement of the latter's performance;
- Are responsible for providing challenging and engaging activities while taking into consideration each student's learning needs;
- They work towards a coherent understanding of the assessment criteria by the students.
- They analyze assessment results in order to determine the course of their teaching and if needed to introduce changes as a way to adjust and ameliorate their teaching methods and enhance the learning experience;
- Are regularly attending professional development sessions to learn and improve assessment strategies for effective teaching.

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; parents should closely collaborate with teachers and administrators as a means to facilitate student agency and growing autonomy.
- should be informed upon commencement of the academic year of assessment objectives and strategies applicable in, between and beyond all subject areas.
- attend the interactive parent – teacher conferences and be informed about academic achievement.
- 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 needs and 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 complete all assigned tasks and respect deadlines. If they cannot meet a deadline, they should inform the respective on time and give adequate reasoning behind their inability to meet said deadline.
- should take part in student – teacher conferences aimed at providing a balanced picture of student’s strengths and weaknesses.

B. Primary Year Programme

B.1. OUR PHILOSOPHY ON ASSESSMENT

At Platon School, Assessment is an ongoing process, which is in the center of our school's culture and involves the whole school community.

We assess all the essential elements of the PYP: knowledge, ATL, concepts and action. The assessment policy is constantly revised and circulated within the whole school community, parents and teachers. By ongoing assessment, we monitor, document, analyze and report what the students are learning and can do, informing the teaching and learning process.

Parents are informed about their children's learning goals, and about their progress towards those goals. This way the cooperation between school and family is highly effective.

In addition, students with special educational needs are assessed differently. The assessment strategies and tools used for these students vary and are appropriately adjusted to their needs with the help of the SEN Team.

B.2. Characteristics of effective assessment in the PYP Assessing:

- It's an ongoing process.
- It's informed by the inquiry cycle.
- It's connected to real life, to what students know and can do.
- It has transparent success criteria and goals that are clearly communicated to students in advance.
- It includes multiple tools and strategies, that are appropriate for different circumstances.
- It covers all learning objectives (knowledge, concepts, ATL, action, IB learner profile)
- It's differentiated, based on students' different needs and styles.
- It engages students in the assessment process by embedding evaluation in the daily routine of everyone in the classroom. Moreover, students actively undertake self- and peer-assessment.
-

B.3. Self-Assessment - Peer-Assessment

Peer-assessment is a highly effective tool, in which students are evaluated by their own peers. Peer-assessment helps students develop their own critical thinking and evaluation skills, by putting them in the role of the evaluator. It is usually conducted in a casual communication format, and students are typically more open to receiving feedback from their peers.

B.4. Assessment Objectives (WHY?)

A. Assessment supports the Learners to:

- Demonstrate and apply their learning.
- Develop and use their own assessment skills and strategies and give their perspective.
- Construct learning based on their prior knowledge.
- Gain feedback and set personal learning goals.
- Build confidence by achieving these goals.

B. Assessment supports Learning and teaching to:

- Check the progress of learning regarding personal learning goals and success criteria. (Monitoring)
- Gather evidence of learning. (Documenting)
- Capture what students' have learned at a particular point in time. (Measuring)
- Describe the progress and achievement of the students' learning. (Reporting)
- Identify progress and improve strategies and practices.
- Give feedback and feedforward.
- Adapt to the students' different learning needs and styles.

C. Assessment supports the learning community to:

- Know the objectives and strategies of assessment.
- Gather assessment data.
- Use common language regarding the school's philosophy.

B.5. Assessment Strategies and Tools (How?)

B.5.1. Recording

TOOLS	STRATEGIES
<ul style="list-style-type: none">• Anecdotal records• Exemplars• Checklists• Rubrics• Portfolios	<ul style="list-style-type: none">• Classroom observations• Performance assessment• Process – focused assessment• Selected responses (quizzes and tests)• Open – ended tasks

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

B.5.2. Portfolios

The role of portfolios in PLATON School

- Portfolio based assessment supports the evaluation of students' work and shows the development of the child in all subject areas, through collections.
- Portfolio acts like a personal journal of achievements, that shows what the children have learned and are able to do.
- Makes students' growth, creative thinking and reflection evident and easily accessible to all school community.
- Provide a continuum for all students to track their learning process, helps them reflect on their learning and define their growth as learners.
- The teacher's portfolio is a digital file that contains each unit of inquiry's process, including photos of the basic learning experiences of the unit, and some written definitions about the goals of the activities.

B.6. PYP Exhibition

In the final year of the PYP (Grade 5), students participate in a collaborative, transdisciplinary and inquiry culminating project that involves them in identifying, investigating and offering solutions to real-life issues or problems. The PYP exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. It also signifies and celebrates the students' move from the PYP into the MYP. The assessment, as in PYP in general is constant and with its most important goals to be the development of the five essential PYP elements and the feedback from the students and the better planning of the rest of the activities. These matters are assessed with several tools.

The basic assessment tools for the Exhibition are:

- Exhibition Portfolio
- Students' journal
- Teacher's and mentor's anecdotal records
- Student's presentations
- Students' point system chart
-

B.7. REPORTING

B.7.1 Parent-Teacher: One-to-one meetings

These one to one meetings are a useful opportunity to meet with the parents, learn more about the child and the family, share evidence of the student's learning. In addition, it is a time for setting the goals, with the parents, and sharing concerns. These conferences take place three times a year, at the end of every trimester (December, March, June), when parents receive their child's formal report card, which is the base of the discussion of the meeting. Due to national curriculum standards, the first page consists of a standardized numerical or alphabetical grading scale (depending on the Grade). The rest of the reports' pages report on subject-specific scope and sequence goals and criteria, unit of inquiry concepts, ATL skills and learner profile attributes. The report cards are adjusted to each grade level's needs, and the grading tools used are mostly rubrics.

B.7.2 Parent-teachers: Class meetings

The first meeting is usually held in the beginning of the year, in which teacher and parents get to know each other and parents are informed about the requirements of the new grade.

Later in the year, in class meetings, the room teacher presents to parents the units of inquiry, on which their children have worked in recent months. We explain the inquiry cycle and the activities undertaken in the various units. We strive to demonstrate the progress of the units, while emphasizing the direction given by the children themselves, their comments, topics they have requested to explore and the capabilities they developed. We also showcase photographs from the classroom and their projects, in order make the presentation engaging and informative for the parents. At the end of each meeting, we hold an open discussion with parents around the topics presented. We encourage them to express their views, ask their questions, and get their views on how they perceive their children and the learning process. Through these meetings, held three times per year, parents are kept informed about the progress of the group, and are becoming active members of the learning process.

B.8. Conferences

B.8.1 Teacher-Student:

Conferences of that kind take place on a daily basis. Teachers guide students, providing them with feedback on their learning, helping them to set goals and giving them advice on how to move further with their learning.

B.8.2 Student-led conferences

At Platon School, we are implementing student-led conferences once a year, in our Open Day event. Students' parents are invited to the school and children's learning is evident in their classroom. Children present their learning journey to their parents, using age appropriate methods. Some of the tools that are usually used are: oral presentations, power point presentations, team games, theatrical plays, and art exhibitions. Main aim of this event is to empower children, highlight their strengths and personal inclinations, help them feel proud of their achievements. But also, to involve family members in the learning process, make learning visible and evident to them and show the value of student-led activities.

C. MYP

C.1. 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 uses MYP1 objectives/criteria , MYP2 and 3 use MYP3 objectives/criteria and MYP4 and MYP5 use 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.

C.2. 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.

C.3. 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.
- Teachers expect homework to be done properly and on time.
- In such a case the teacher that is responsible for each class ,and if needed the Principal ,are notified. 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.
- 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.

C.4. 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. [L] [SEP]

b) Work must be handed to the relevant teacher or submitted online when requested. [L] [SEP]

c) It is the responsibility of the student to ensure that work has been received by their [L] [SEP] teacher. [L] [SEP]

d) There will be consequences for late submission of work. This is to be determined by the [L] [SEP] professional judgment* of classroom teachers and may take into consideration the following factors:

The age of the student [L] [SEP]

Previous occurrences [L] [SEP]

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

Other personal circumstances [L] [SEP]

- 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. [L] [SEP]
- 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 [L] [SEP] with students and parents in serious instances /re-occurrences. [L] [SEP]
- g) Work not submitted on time (without adequate explanation or being unreasonably [L] [SEP] 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. [L] [SEP]
- 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.

C.5. 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..

C.6. TEACHER ASSESSMENT TOOLKIT:

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

C.7. 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.

C.8. Feedback

C.8.1. Giving feedback during 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 .

C.8.2. MYP Assessment Criteria

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

C.9. IB MYP Certificate

The IB MYP certificate is the highest standard of achievement in the programme.

Year 5 students at Platon School must complete the following requirements in order to obtain an IB MYP Certificate:

- Five external on-screen examinations (language & literature, mathematics, biology, history, and interdisciplinary learning)
- One ePortfolio from a course of study in language acquisition (French or German)
- One ePortfolio from a course in physical and health education or design
- The personal project
- Meeting our school's expectations for community service

In order to acquire an IB MYP Certificate, students can achieve a maximum grade of 7 in each eAssessment, which all culminate to a total score of 56. Students must achieve at least 28 points from across all eight eAssessments (and at least a Grade 3 in each of them), and fulfill our school's expectations of community service in order to receive an IB MYP Certificate.

C.10. Reports

- Reports, for MYP Years 1, 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.
- Grade reports are distributed to parents: at the end of the 1st, 2nd and 3rd Semesters.
- Grade reports consist of 2 parts: grades pertaining to the Greek national curriculum (marks out of 10) and MYP assessment objectives.
- Reports for MYP Year 2-5, 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.
- Grade reports for MYP2-5 consist of 2 parts: grades pertaining to the Greek national curriculum (marks out of 20) and MYP assessment objectives.

C.11. End of year exams

- Upon the conclusion of the 2nd Semester for MYP2-4, students take final exams in 7 subject areas
Language and Literature, Math, Physics, Biology ,English, History and Ancient Greek.
- Upon the conclusion of the 2nd Semester, MYP5 students take final exams in 6 subject areas
Language and Literature, Maths, Sciences(Physics, Chemistry) , English, and Ancient Greek.
- 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 MYP2-5)
 - 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
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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.

D. IB Diploma

D.1. Assessment at Platon School IB Diploma

Assessment at Platon School IB Diploma aims to measure the extent to which the Diploma students have attained the 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.

D.2. General Principles and Practices

1. All types of assessment are linked with the **objectives of the Diploma** subjects as described in the relevant IB Diploma guides.
2. Teachers should familiarize themselves and implement **IB DP assessment principles and practices** in their respective subjects. Teachers must also present and explain the relevant principles and procedures to students.
3. Teachers use a diversity of assessment strategies as described in section D. 6
4. **Homework strategy:**
 - Teachers assign weekly homework tasks, uploaded to the school's platform.
 - Students' upload completed homework tasks to the school's platform.
 - The following **penalties** are issued for late work:
 - i. 10% off is deducted for up to 3 days late.
 - ii. 50% off is deducted for up to 1 week late.
 - iii. Timely teacher feedback opportunity is missed.
 - iv. Parents are contacted if lateness is regularly observed.
5. Teachers keep **detailed records** of students' performance and provide students with **targeted, detailed feedback**, thus giving them a chance to reflect on their performance.
6. Each year the school prepares a **calendar of deadlines** for the delivery of the internal assessment and Extended Essay components, communicated (*via the school's dedicated platform*) to students and parents.
7. Students' **work is authenticated** before submission. All teachers use the TurnItIn authentication software. Cases of misconduct are reported to the IB DP Coordinator.
8. The **IB DP results** issued in July are analyzed in a constructive manner to inform teaching and assessment.

D. 3. Academic year and examination sessions

D.3.1. The academic year comprises of two semesters:

- First semester: September to 1st week of December
- Second semester: 2nd week of December to 1st week of May

D.3.2. Internal examination sessions:

- **DP 1:** students sit a 2-week mid-year examination session, commencing the 2nd week of January.
- **DP 1:** students sit a 2-week end of year examination session, commencing the 1st week of June.
- **DP 2:** students sit a 2-week evaluative examination session, commencing 1st week of September.
- **DP 2:** students sit a 2-week mock examination session simulating the official Diploma examination tenets.
- **DP 1 & DP 2:** students wanting to obtain equivalency with the Greek national high school apolytirion, must attend classes and take examinations, (DP 1, end of year/1st week of June – DP 2, 1st week of June) for the following subjects: Modern Greek A Language and Literature and Greek contemporary History.

D.4. Predicted grades

- Predicted grades are awarded to DP 2 students, 1st week of November.
- Predicted grade formula is calculated as follows:
 - DP1 mid-year examination valued 20%
 - DP1 end of year examination valued 50%
 - DP2 September evaluative examination valued 30%

D.5. Providing written feedback to parents and students

Parents & Guardians receive comprehensive grade reports for the following sessions:

- **DP 1:** upon the completion of 1st and 2nd semesters
- **DP 1:** mid-year examination results report
- **DP 1:** end of year examination results report
- **DP 2:** September evaluative examination results report
- **DP 2:** upon the completion of 1st semester
- **DP 2:** Mock examination results report – appraised as 2nd semester grades.

D.6. Assessment tools per subject group

<i>Group 1: Studies in Language and Literature</i>		
Subjects taught	Formative	Summative

<ul style="list-style-type: none"> ➤ Modern Greek ➤ English A ➤ Spanish ST ➤ Farsi ST ➤ Chinese ST 	Class discussions	Writing pieces
	Writing in different genres	Oral presentations
	Responding to an opinion in writing	Oral Commentary
	Developing vocabulary	Literature short and long answer questions
	Role Plays	Paper-1 samples
	Group work	Paper-2 samples
	Theatrical Performances	
	Observation	
	Peer editing	
	Self-editing and correcting	
	Storytelling and the importance of narration	

<i>Group 2: Language B</i>		
Subjects taught	Formative	Summative
<ul style="list-style-type: none"> ➤ English B ➤ Spanish Ab Initio 	Class discussions	Writing pieces
	Writing in different genres	Oral presentations
	Responding to an opinion in writing	Individual oral
	Developing vocabulary	Past papers
	Role Plays	Reading Comprehensions
	Group work	Vocabulary tests

	Theatrical Performances	Literature short and long answer questions
	Observation	
	Peer editing	
	Self-editing and correcting	
	Storytelling and the importance of narration	

Group 3: Individuals & Societies

Subjects taught	Formative	Summative
➤ History	Evaluation/Analysis of case studies	Unannounced tests
➤ Business Management	T-F Quizzes	Case studies
➤ Economics		evaluation
➤ Psychology	Application of subject specific tools to real life examples	Revision tests
➤ Global Politics		
➤ Environmental Systems & Societies	In-class presentations	Compiling detailed lab reports
	Class debates	Video presentations
	Designing poster & video presentations	1 st full draft of Internal Assessment
	Essay-writing	
	Lab & field work	
	Group work	
	Peer assessment	
	Past paper simulations	

Group 4: Experimental Sciences

Subjects taught	Formative	Summative
<ul style="list-style-type: none"> ➤ Biology ➤ Chemistry ➤ Physics ➤ Computer Science 	In-class presentations	Revision tests
	Class debates	Average of lab reports received per semester
	Essay-writing	Revision data-based questions
	Data-based & long answer questions	1 st full draft of Internal Assessment
	Designing applications	Lab reports after practical's
	Reflecting on own progress and self-supported learning	

<i>Group 5: Mathematics</i>		
Subjects taught	Formative	Summative
Mathematics Applications & Interpretation	Solving exercises in class	Sets of review questions at the end of each chapter
	Quizzes	Revision tests
		Sets of review questions at the end of each chapter
		1 st full draft of Internal Assessment

<i>Core: Theory of Knowledge</i>		
Subjects taught	Formative	Summative
Theory of Knowledge	Keeping a Journal	Essays
	Reflecting on real life situations	Presentations – exhibitions

	Deconstructing knowledge questions	
	Developing mind maps for essays and presentations	
	Class debates	
	In class presentations – exhibitions	
	In class essays	

D.7. Plagiarism

The school is committed to maintaining the utmost academic honesty throughout assessments, as outlined in the Academic Honesty Policy of the Department.

D.8. Assessing students with learning difficulties - connections with SEN policy

SEN Students are offered a variety of arrangements to facilitate their learning.

D.9.1. Assessment arrangements are issued based on:

- pedagogical - psychological reports from external evaluators
- medical reports from external evaluators
- pedagogical – psychological reports from the school’s counselor in collaboration with Diploma faculty.

Assessment arrangements may include:

- Modification of exam papers
- Deadlines extension
- Assistance with practical work
- Additional time to, in class work, tests, mid-term, end of the year and mock examinations
- Rest periods
- Access to computers and information and communication technology facilities
- Reader & scribe during tests and examination sessions

D.10. Assessing students in an online teaching & learning environment

The prolonged quarantine restrictions, due to Covid-19, have resulted in the modification of assessment procedures in order to meet the emergent academic needs. In effect the following assessment arrangements have been implemented:

- Series of custom-made online tests and quizzes
- Online multiple-choice exercises and tests
- Online interactive testing applications
- Immediate online feedback
- Online self – assessment opportunities

Revising the Assessment Policy

This document was first developed in 2010 during the school's authorization. This is the third detailed revision of the AHP of the school. It's the intention of the 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 Maria Tsangari, IB MYP Coordinator
- c. Mr Stelios Stylianidis, IB PYP Coordinator
- d. Mrs. Vassia Papadopoulou, Director of studies
- e. Heads of the IB Departments.

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