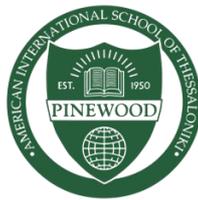




# **Assessment Policy**

**ANATOLIA-PINEWOOD, IBDP**

**Revised January 2024**



#### IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### IB learner profile

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:

<b>Inquirers</b>	<i>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</i>
<b>Knowledgeable</b>	<i>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</i>
<b>Thinkers</b>	<i>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</i>
<b>Communicators</b>	<i>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</i>
<b>Principled</b>	<i>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</i>
<b>Open-minded</b>	<i>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</i>
<b>Caring</b>	<i>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</i>
<b>Risk-takers</b>	<i>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</i>
<b>Balanced</b>	<i>We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve wellbeing for ourselves and others. We recognise our interdependence with other people and with the world in which we live.</i>
<b>Reflective</b>	<i>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</i>



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## 1. Purpose of the School's Assessment Policy

The purpose of this assessment policy is to identify and then to communicate to all constituencies the school's principles and practices as they relate to all aspects of assessment. It should be read together with other relevant school documents such as the Diploma program handbook. The school's assessment policy will be reviewed and revised if necessary on a yearly basis.

## 2. Fundamental principles on assessment

Assessment is a continuous process, which aims to measure student achievement relative to predefined learning aims and objectives. Effective assessment involves clarifying expectations to students, setting appropriate and manageable tasks, measuring progress in a fair and accurate manner, and communicating progress to students and parents. Assessment is inherently linked to approaches to teaching and learning and should inform both.

In the IBDP, assessment principles and practices are guided by the IBO mission statement, promotion of the IB learner profile attributes, and subject-specific aims and objectives. In aiming to align with these programme requirements a variety of formative and summative assessment tools should be used, including opportunities for students to participate in and to reflect upon the assessment of their own work. Assessment tools should be developed with consideration of students' different learning styles and be informed by analyses of past assessment data. Feedback on assessment tasks forms an integral part of the on-going teaching and learning process, aiming to acknowledge what has been achieved and to promote further progress. The school is committed to developing and to continuously improving systems for the recording and reporting of students' progress so that they accurately reflect student progress in relation to specified criteria and to overall programme demands.

The programme welcomes individuals with special educational needs, provided that the nature and severity of these can be accommodated within the school and allows for them to complete the Diploma programme requirements. Assessment inclusion arrangements may be discussed with eligible students and their guardians, according to procedures stipulated in the school's "Inclusive Access Arrangements" policy.

Formal assessment tasks, which may be externally or internally marked, ultimately lead to the granting of the IB Diploma. According to regulations set by the Greek Ministry of Education, Greek nationals attending the IB Diploma program are additionally required to attend a Greek History course as well as Mod. Greek Literature, so that the IB Diploma be recognized as 'equivalent' to the Greek 'Apolytirion'. Grades in those two subjects are awarded according to what applies for the Greek Lykeion.



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### 3. Assessment practices

Teachers are responsible for ensuring that students have access to and have understood the learning aims and objectives in their subjects as well as the assessment criteria applied to internally/externally assessed components or to formative and summative tasks. To this end, teachers may use a variety of practices including self and peer evaluation, use of sample work from current or former Anatolia-Pinewood IBDP students, assigning practice work on Internal Assessment, etc.

Students are expected to engage with all of their subjects on a daily basis by way of reading or research assignments, review of class work or preparation for the next session. Formative and summative tasks will be assigned with varying frequency depending on the subject, but on average every 1-2 weeks. These assignments could include written or orally presented tasks, exercises, journal entries, practical work, quizzes, internally assessed drafts or reports, etc. In IB1 students should expect 3-4 summative assessments per term (including a maximum of 2 written assessments or tests during class time). In IB2 students should expect 2-3 summative assessments per term (including a maximum of 2 written assessments or tests during class time, as well as a grade for subject specific IA or other formal component work). Test dates are noted on the electronic calendar and every effort will be made not to assign more than 2 major revision tests on the same day and/or more than 3 per week. Teachers will make every effort to take into consideration formal deadlines as indicated on the school's calendar when scheduling major in-class assessments. Class advisors regularly monitor the calendar to ensure a reasonable workload. Students should understand that the nature of the program requires effective self-management skills and continuous use of the calendar to organize their work.

Feedback on student work will be an integral part of the course, aiming to be prompt, discerning and constructive, to reinforce student understanding of assessment expectations and to facilitate each student's improvement. Student progress as demonstrated through various formative and summative assessment tasks should inform both teaching and learning. Teachers may provide qualitative feedback and/or award grades in percentage and/or 1-7 form for either formative or summative work. Students will be given the grade boundaries applicable to the assessment exercise, which will allow them to convert their grade to an IB grade. Subject specific constant grade boundaries will be used throughout the duration of each academic year. Grade boundaries will be made available to students through the school's LMS. In Greek History students will be marked using the 1-20 scale in accordance to what applies in the Greek Lykeion.

Summative assessment tasks will be modeled after equivalent IBDP tasks and graded using IB assessment criteria and subject specific constant grade boundaries. In the few cases where certain pieces of student work will be graded with non-IB criteria, teachers will provide and explain a relevant rubric. At the start of the IB program and especially during the first semester, the strict application of IB criteria may not be possible because students will not have developed an adequate understanding of the demands of the program nor of the necessary skills. Teachers may choose to apply IB criteria more leniently, based on their professional judgment for the given task.



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All students are expected to be familiar with the school's philosophy and practice on academic honesty, which applies to all submitted work, whether this is formally assessed or not. The school's **Academic Integrity Policy** outlines responsibilities of different stakeholders as well as procedures in cases of academic misconduct.

#### 4. Grading scale

Term and examination grades will be awarded using the IB scale of 1-7. Grade descriptors specific to each subject group are available to students/parents (Amalthea IBDP course). The table below provides a general summary of these descriptors.

##### **7 Excellent**

Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.

The student produces work of excellent quality.

##### **6 Very good**

Consistent and mostly thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student demonstrates originality, insight, and analytical thinking. The student produces work of very good quality.

##### **5 Good**

Mostly consistent and good understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking. The student produces work of good quality.

##### **4 Satisfactory**

General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking. The student produces work of satisfactory quality.

##### **3 Mediocre**

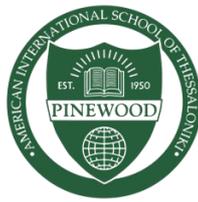
Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support. The student produces work of mediocre quality.

##### **2 Poor**

Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support. The student produces work of poor quality.

##### **1 Very poor**

Minimal achievement in terms of the objectives. The student produces work of very poor quality.



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## 5. Examinations

In-school examination sessions (IB1 final exam, IB2 mock exam) are modeled after the IB final exam in that questions set are predominantly past paper questions and the time allowed is proportional to the time allowed in the final IBDP exam. The material tested on each exam would include all of the material covered in class by that time. This implies that the content and length of the exam would be more limited in the first year exam, but would progressively increase until it essentially mirrors the IB final exam in the second year. Subjects that are assessed through components other than written examinations may hold a mock-exam modeled after specific course components, for example a “mock interview” in which progress related to the comparative study, process portfolio and studio work is presented in V. Arts.

Examination scripts are graded using subject-specific IB markschemes, assessment criteria and constant grade boundaries. The overall examination grade awarded to students may be a weighted average to reflect the different component weightings. Where applicable, teachers will collaborate to harmonise examination material and marking by agreeing on question setting and cross marking a sample of each other’s papers.

Classes immediately following an examination session will usually be dedicated to reviewing student progress and to providing appropriate feedback to students. The role of in-school examinations is seen as formative, therefore results should inform the process of both teaching and learning.

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

- Exams are conducted according to IB specifications; examination papers and student scripts are set and marked externally;
- Results are made available to the school and to students from July 5<sup>th</sup>;
- Students may register to retake subjects in May of the next year, within time limits specified by the school, in accordance with IB registration deadlines;
- IB regulations allow students participation in a maximum of 3 examination sessions;
- The school will only accept registration for the November examination session in exceptional cases and on the condition that this registration has been approved by IBDP faculty;
- Students are advised before the start of any examination that they may request IB services such as “enquiry upon results” or issue of results to universities.



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## 6. Internal assessment

In every subject, students are expected to complete assignments that will be internally assessed by their subject teacher and externally moderated by an IB moderator. These assignments will contribute to their final IB Diploma grade with a weighting pre-determined by the IB (see IB Handbook, article 6). The purpose of such work is to “enable students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations” (IB subject guides).

It is the responsibility of teachers to familiarize students with the relevant requirements, assessment criteria and academic honesty issues while ensuring that internal assessment is woven into normal classroom teaching. Deadlines for all such assignments are indicated on the school calendar distributed to students in advance of the academic year. Students should be aware that failure to submit a formal IB assignment by the due date may result in not being awarded their Diploma. The school aims to effectively plan the delivery of all internally assessed projects by dedicating faculty meetings to the compilation of the school’s calendar and by assigning oversight of the calendar and its implementation to the class advisor and IB coordinator.

It is the responsibility of students to comply with set deadlines and with academic honesty requirements. Students should understand that most internally assessed work is produced in stages, with the support and guidance of teachers and is therefore a continuous process; this includes – where applicable – careful preparation of the 1<sup>st</sup> draft of an assignment to enable meaningful teacher feedback so that students can effectively build upon their work as they progress to produce the final copy. All students should sign a stamped copy of each final version of submitted work to verify that this is the correct and final version of that assignment and that it is the authentic work of the candidate. In oral IA components (Groups 1 & 2) students sign a statement to confirm the same. (Please refer to the “Academic Integrity Policy” for further details).

Where a subject is taught by more than one teacher, the school will pursue cross-marking of internally assessed work with a view to improve understanding and application of assessment criteria as well as to ensure accuracy and fairness of marking.

## 7. Organisation of the school year

The academic year is divided into 3 terms, as indicated on the school calendar. Students undertake 2 in-school examination sessions and the formal IBDP examination session at the end of the 2 years. The school recognizes the varying importance of term and examination grades and awards final year grades using the following weighting system:

Year	1st Term	2nd Term	3rd Term	Exams
IB1	15%	25%	25%	<b>Final</b> 35%



IB2	20%	20%	20%	<b>Mock</b> 40%
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## 8. Recording and Reporting

Information on student progress is reported to parents in various ways, which include weekly morning parent-teacher conferences, two afternoon conferences in November and in February of each year, and progress reports issued at the end of each term or examination session.

Progress reports at the end of each term include

- the 1-7 grades awarded for each subject,
- an assessment of the student's level of overall engagement
- qualitative feedback on their approach to learning (in February and June of IB1).

Engagement includes two aspects of the student's approach to learning in a particular subject: meaningful presence in class and diligence toward assigned activities.

### **HE - Highly Engaged**

The student consistently demonstrates meaningful in-class presence, as shown by his/her attentiveness and participation; the student consistently demonstrates diligence: assigned work is always submitted by the due deadline and there is evidence of considerable effort going into that work.

### **E - Engaged**

The student demonstrates meaningful in-class presence, as shown by his/her attentiveness and participation; the student demonstrates diligence: assigned work is usually submitted by the due deadline and there is evidence of effort going into that work

### **IE - Inconsistently engaged**

The student demonstrates a somewhat weak commitment to the course as evidenced through their in-class presence, attentiveness and participation. The student often delays or fails to submit assigned work and there is evidence that little effort goes into that work.

For internal use, the school maintains a system whereby teacher comments on student progress are communicated to the Class Advisor and IB Coordinator; the latter may at their discretion use this information to advise students or guardians. Progress reports are sent to guardians at the end of every term. The school maintains a system of ranking students by academic score for internal purposes, but does not publish rankings to students or guardians.

The school will issue the following grades for students/parents:

- Term grades: based on the student's performance on a variety of summative assessment tasks undertaken during the term, using a "best-fit" approach to determine the 1-7 grade scale that most accurately describes the student's achievements.



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- In-school examination grades: based on the student's performance in written examinations and according to IB grade boundaries applied by subject teachers.
  - Final IB Diploma grades: The student's final IB Diploma grade is awarded by the IB. The student's final grade in a subject or in the core components is determined as the weighted average of the student's performance in externally assessed components, the final IBDP examinations, and the internally assessed components. The weightings of each component are available to students and parents through the corresponding IB "Subject Guides". Students and parents receive a copy of their final grades on July 5<sup>th</sup> in school, or 24 hours later by accessing the corresponding IB website for candidates. Detailed component grades are available a few days later. Diplomas are sent to the school in late August, for distribution to students/parents.  
Predicted grades: Predicted grades are reported to universities, usually in the first few months of IB2 and are not announced to students/parents. The IB Handbook of procedures explains the process in detail and stipulates that "Predicted grades are based on the overall progress of the students, their reliability and their commitment to the DP Programme in general. This means they are largely based on the average achieved in the first year of the programme".

## 9. Academic awards

The school issues awards for academic excellence in October of IB2, which includes all students with an average IB1 score of equal to or greater than 36/42 points. The corresponding "Dean's List" is made available to academic referees.

IBDP faculty, in formal meeting time, will approve the academic awards given to students for top academic achievement during their graduation ceremony. These are approved after reviewing the arithmetic grade averages of students over both years in the IB. The awards are ranked (1<sup>st</sup>-2<sup>nd</sup>-3<sup>rd</sup>) and the student awarded first place is automatically recognized as class valedictorian.