



ATHENS COLLEGE

Hellenic-American Educational Foundation

Kindergarten • Elementary • Junior High • High

ATHENS COLLEGE • PSYCHICO COLLEGE • KINDERGARTEN J. M. CARRAS

1925



Middle Years
Programme

ATHENS COLLEGE – PSYCHICO COLLEGE

ASSESSMENT POLICY



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Revised
October 2022

The 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.

HAEF – Athens College*¹ Mission Statement

The mission of the Hellenic-American Educational Foundation is to contribute to society as a beacon for Greek education, developing responsible global citizens and future leaders, inspired by Hellenic heritage and both American and European liberal values. Its aim is to provide the essence of education by helping each individual to achieve their highest potential and unique aspirations, instilling in them respect for themselves and others, cultivating a sense of civic duty, and exemplifying the highest ethical standards.

Our aim, through academic excellence and critical thinking, is to inspire and transform students into graduates distinguished by creativity, teamwork and a spirit of discovery.

¹ * Reference to Athens College denotes HAEF - ATHENS COLLEGE (051958) and HAEF - PSYCHICO COLLEGE (000901)

The IB Learner Profile

As IB learners we strive to be:

Inquirers

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.

Knowledgeable

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.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

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.

Principled

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.

Open-minded

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.

Caring

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.

Risk-takers

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.

Balanced

We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

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.

The Assessment Policy

Athens College places great emphasis on assessment as an ongoing mechanism for informing the two central tenants of educational practice, teaching and learning.

Athens College complies with the Greek State and International Baccalaureate regulations and procedures regarding assessment. All staff involved in the MYP assessment are aware of and compliant with the regulations/requirements in General regulations: Middle Years Programme and the IB publications in the References section of the policy.

The assessment policy provides a direction of vision for the teachers, the learners, the parents, and the administration, and all updates are communicated to the wider school community in due course.

The School's senior leadership team supervises the procedures to ensure that all stakeholders implement what is explicitly stated in them. The School's senior leadership team, academic department heads and faculty collaborate to develop a shared understanding of the desired learning outcomes and work toward that goal using common assessment practices based on specific criteria and objectives.

Assessment Philosophy

At Athens College, assessment is an integral part of school life, ensuring academic rigor, fostering a growth mindset among students and supporting each student to make decisions about their further educational trajectory.

It influences each student's learning experience individually and considers both summative assessment (assessment of learning) and formative assessment (assessment for learning).

It also provides a valuable and ongoing process of reliable and meaningful feedback for the senior leadership team, teachers, students and parents. More specifically:

1. It empowers teacher agency with a clarity of expectations, particularly about deciding on the best ways to inspire student progress in their classrooms through purposeful learning engagements. It also allows for parallel reflection on how to best design assessment approaches that can develop competencies such as ATL skills and build comprehensive and consistent assessment frameworks that balance regular assessment for improvement (formative assessment tasks) with appropriate assessments for summative and accountability purposes.
2. It empowers student agency with a clarity of expectations, intending to take ownership of their learning and reach their full potential.
3. It provides parents with meaningful input about their child's progress, allowing them to keep track of their child's strengths and areas for growth.
4. It provides the pedagogical leadership team with data to make individual and collective decisions impacting student progress.

Within the framework of assessment, the Administration and the MYP Coordinator:

- supervise the work of the academic departments
- organize informational meetings between the Administration and parents
- organize informational meetings between teachers and parents
- maintain a calendar of student assessment tasks per semester, ensuring a reasonable number of written tests per week
- issue results of student assessment both per semester (semester grade report according to the Ministry of Education and MYP semester report) and at the end of the school year (end-of-year grades/ final exams and MYP end-of-year report card)

Within the framework of assessment, teachers:

- model and scaffold the development of the IB Learner Profile attributes
- collaboratively plan units per the requirements of the IB
- collaborate on the design and implementation of interdisciplinary units
- communicate to students the learning objectives and requirements of each unit
- communicate to students the assessment criteria per subject and unit
- plan assessment based on the assessment criteria (Appendix II)
- design assignments that promote the students' creative and critical thinking
- design and provide students with learning experiences that promote conceptual understanding
- differentiate their practices according to their students' needs
- collect information from a variety of assessment tasks
- use a variety of assessment tools and strategies
- continuously monitor the students' progress and review the unit plans accordingly
- give students feedback (oral and written)
- standardize their assessment to obtain reliable results by
 - clarifying the assessment criteria
 - jointly evaluating samples of students' assessed work
- evaluate the effectiveness of the selected teaching methods and tools
- evaluate the extent to which students develop thinking, communication, research, self-management and social skills
- use the data recorded and their professional judgment to award achievement levels and grades that accurately and fairly reflect the students' performance.
- submit to the IB their assessed totals that accurately reflect the student's performance in the Personal Project moderation process context.

Within the framework of assessment, students:

- gain a clear picture of the knowledge, skills and conceptual understanding they are to acquire from the outset
- strengthen the areas that need improvement, intensify their effort, and actively participate in the learning process
- understand, cultivate and reflect on the development of their IB Learner Profile attributes (Appendix V)
- develop their personal learning goals and pursuits

- cultivate and develop thinking, communication, research, self-management, and social skills
- have the opportunity to self-assess their work, enhancing their metacognitive thinking skills and independent learning
- take part in peer-assessment tasks
- complete all assignments, tasks and examinations in an honest manner and to the best of their abilities
- develop respect for and learn how to abide by the School's academic integrity rules and principles and commit to responsibly facing any relevant challenges with the support of their teachers and library staff

Within the framework of assessment, parents:

- accept the School's general framework of assessment
- are regularly informed of their child's progress
- are presented with the relevant policies so that they can understand the school's stance towards learning, student outcomes, assessment and academic integrity

Practices and Procedures of Assessment

Athens College carries out comprehensive and systematic assessments, ensuring proper and thorough practices and procedures for evaluating, recording, and reporting student outcomes.

At Athens College, assessment of each subject group (Language and Literature, Language Acquisition, Mathematics, Sciences, Individuals and Societies, Design, Physical and Health Education, and Arts) is based on both the MYP assessment criteria (Appendix I) as well as on the assessment criteria as stipulated by the Greek State (Appendix IV). The assessment criteria are made clear to the students through appropriate guidance, clarifications, and relevant material posted on classroom signs, the ManageBac LMS platform and the School's website.

As the Ministry of Education stipulates, Grade 7-10 (MYP Years 2-5) students sit formal examinations or submit project-based work in all subjects offered each year. Additionally, they have to take end-of-year formal examinations in certain subjects.

The teaching and learning process follows the learning cycle of *Inquiry – Action – Reflection* and is included in the teaching units designed by the academic departments and reviewed at regular intervals.

Within each unit and with appropriate feedback, teachers help students develop the necessary and agreed-upon knowledge, skills and conceptual understanding through various formative assessment tasks, which pave the way for the summative assessment tasks. Each formative assessment task focuses on one or more strands of the criterion/criteria teachers have planned to assess in a summative manner. Teachers are expected to use various assessment strategies and tools to assess learning. Wherever feasible, the School works towards setting them as common assessments.

Teachers should also keep records of students' performance in formative assessment tasks. Ways this evidence can be gathered include, but are not limited to, short quizzes, collaborative project work, oral presentations, lab reports, posters, timelines, reflection sheets, exit cards and anecdotal records. Teachers can use rubrics, continuums, checklists, exemplars and any other tools available that would provide students with feedback to assess learning.

Self-assessment, seen as an opportunity to reflect on strengths and areas for growth, and peer assessment, where students follow guidelines to assess each other's work, are also integral parts of the formative assessment practices at the School.

Once the formative assessment tasks are completed, students are evaluated by a summative assessment task, which holistically assesses the achievement levels of the unit's objectives as defined in the MYP assessment criteria. The summative assessment task is the unit's culminating task and is inextricably linked to the unit's Statement of Inquiry (Sol). It may take various forms (e.g., a written exam – often aligned with the formal semester examination mandated by the Greek State – or a performance of understanding such as an essay/article/speech addressed to an authentic audience, etc.) Additionally, the summative assessment task is designed to allow students to progressively reach the unit objective's highest achievement levels, as defined by the criteria per subject group (Appendix I). Summative tasks are subject to internal standardization.

Except for the Interdisciplinary Units (IDUs) and the Personal Project, which are assessed against three objectives, each subject group focuses on four assessment criteria that must be addressed twice within the academic year. They focus on the craft and processes of each subject group by assessing subject-specific knowledge, transferable skills, and conceptual understanding. Each criterion has five bands with their corresponding strands (bands with strands 0, 1-2, 3-4, 5-6, 7-8) and nine levels of achievement (levels of achievement 0-8) (Appendix II).

When assessing a student's work, teachers should assess each strand descriptor individually (starting with level 0) until they reach an achievement level that the student's assessed work has not attained. The work is, therefore, best described by the preceding descriptor. Once completed for each strand being assessed, an overall picture of the student's achievement level will emerge using the best-fit approach.

At the end of each academic year, students are assessed on their overall performance based on the ongoing and systematic process of collecting, recording, and utilizing data throughout the school year. It is noted that while the achievement levels per criterion (A, B, C, D) are still reflected on a scale of 0-8, the MYP Final Subject Grade is reflected on a scale of 1-7, with 7 being the highest level of achievement. The final score 1-7 is derived from the sum of the scores of the four criteria (A, B, C, D) according to a reference conversion table, as outlined by the IB Organization. Each achievement level 1-7 reflects the degree of conceptual understanding and the level of knowledge and skills acquired by the student per discipline or subject group by the end of the school year (Appendix III). In case there is insufficient or invalid evidence for evaluation of one or more criteria, then the indication 'N/A' (Not Assessed) appears for these criteria. For the Final Subject Grade of the year, the indication 'INC' (Incomplete) appears.

If a student does not complete an assessment task due to absence from School, his/her task is assigned on a day and time agreed upon between the teacher and the student. If a student does not complete an assignment of his own volition, his work is marked N/A (Not Assessed).

Students are expected to meet designated deadlines. If a student does not submit work on time, it is at the teacher's discretion to decide whether to accept overdue work, considering the reasons that led to late submission, and a plan should be made with the student, subject teacher and/or parent to ensure the timely completion of the assignment.

If a teacher suspects a student is guilty of malpractice, they should not award a level of achievement but refer to the MYP Academic Integrity Policy for guidance. If a student systematically does not abide by the academic integrity policy, appropriate action is taken.

In order to make the expectations of each objective clear and target the assessment criteria to specific content and skills, with the ultimate goal of improving their performance, students are given task-specific clarifications.

In addition, teachers update a) the ManageBac calendar so that students are aware of upcoming assessment tasks two weeks in advance and (b) the four-month projection logbook kept by the secretariat for written assessment tasks scheduled per academic department on a weekly basis. It is noted that the maximum limit is three summative (major) assessment tasks per week and class section.

Students receive assessment results in a clear and supportive manner and within a reasonable timeframe from the summative assessment date. Teachers acknowledge multiple correct answers and reward them accordingly as long as they are relevant and fully justified.

In compliance with Athens College Inclusion Policy, provisions are made for students with learning differences. For eligible students, the School provides accommodations to remove unnecessary barriers and enable them to reach their full potential in the assessment task(s). Such access arrangements include the students being examined orally or granted additional time.

For Athens College to admit new students to the three grades of Junior High School and to grade 10 of High School, prospective students sit examinations in Modern Greek, English, and Mathematics. All newly admitted students are required to follow the MYP framework of learning and, additionally, take placement tests for placement in the appropriate language proficiency phase for English and the second foreign language (French or German), as described in the Language Policy.

Regarding assessing the cognitive level and skills of Athens College students moving from Grade 6 of the Elementary School to Grade 7 of the Junior High School, diagnostic tests in Modern Greek and English as well as in Mathematics are carried out in Grade 6. Placement in the appropriate language proficiency phase for English and the second foreign language (French or German) is done in close cooperation with the relevant teachers of the two School Units, as described in the Language Policy.

Standardization Process

The academic departments hold weekly two-hour meetings to reach a common understanding of the expectations and achievement levels on the eight-point assessment scale. Among other items on the agenda, they standardize students' assessed work by jointly evaluating anonymized work samples. During these collaborative meetings, teachers also discuss their formative and summative assessment practices in relation to students' performance, (re)design common assessment tasks and review each unit's resources.

Additionally, joint meetings of the subject groups involved are held regarding the design, implementation, review and assessment of the interdisciplinary units in the three grades of Junior High School (MYP years 2-4) and grade 10 of High School (MYP year 5). Evaluation of student progress in the context of the interdisciplinary units is done jointly by teachers and is based on task-specific clarifications that the respective academic departments have developed.

All MYP Year 5 students are also assessed in the MYP personal project. Each student's work is assessed by the supervisor and is externally moderated by the IB to ensure a globally consistent standard of excellence. After a systematic and rigorous standardization process, the achievement levels per criterion are reported in the end-of-year MYP report.

The Personal Project Coordinator holds specific meetings (one for each criterion A, B, C) and urges supervisors and students to use task-specific clarifications to establish a common thread of communication that will be used throughout the entire completion of the MYP Personal Project.

The assessment of the Personal Project is completed in three stages:

- in the first stage, the supervisor assesses the project
- in the second stage, a different supervisor assesses the same project
- if there is a deviation of more than 2 out of 24 points, the MYP Coordinator and the Personal Project Coordinator further moderate the scores

All scores are entered into the International Baccalaureate Information System (IBIS) in the third stage. Twenty student samples are submitted (ten projects in Modern Greek and ten in English) for external moderation. If a student does not complete all the stages of the MYP Personal Project, it is considered a failing condition and a grade of "F" is entered in IBIS. The student does not meet the admissions criteria for the School's IB Diploma Programme and is not eligible for an MYP Personal Project Certificate.

Best-fit Approach

The achievement levels awarded for each of the assessment criteria will reflect the teacher's professional judgment of a student's summative performance at the end of the grading period. After consulting with each student's progress chart, teachers are urged to carefully consider several points that the IB recommends paying attention to:

- the student's performance in formative assessment tasks
- patterns in the data, such as an increasing level of performance
- anomalous or unexpected achievement levels
- other influencing factors

Recording

Teachers use various means to record their students' performance, depending on the academic department's decisions regarding the needs and nature of each subject and teachers' personal preferences. Teachers record students' performance in oral and written assessment tasks in their grade book (excel file, notebook, or grade book in ManageBac or MS Teams), evaluate 'journaling evidence' such as notebooks and personal 'portfolios' (electronic or not) and evaluate the degree of achievement of the objectives of the units numerically and/or by providing feedback and comments.

Reporting

At Athens College, parents are informed about their child's progress in two scheduled parent-teacher conferences in November and February. Additionally, parents can communicate with teachers weekly at specified office hours either a) in person or remotely via MS TEAMS or b) by telephone.

Athens College also issues and provides students and parents with the following:

1. A report card based on the MYP evaluation criteria via ManageBac and a report card based on the twenty-point scale of the Greek State at the end of the first semester.
2. A report card based on the twenty-point scale of the Greek State at the end of the second semester.
3. An annual MYP Final Subject Grade Report Card (MYP) per subject or subject group at the end of each academic year, and a report card based on the twenty-point scale of the Greek State which includes the oral grades of the two semesters and the score of the June final written examinations in the following courses: Modern Greek Language and Literature, Ancient Greek Language and Literature, History, Mathematics (in Junior High School) or Algebra-Geometry (in grade 10 of High School), Physics, Biology, Chemistry (only for grade 10 of High School), English (Appendix IV).
4. The students' performance in the Interdisciplinary Units (IDUs) designed in each MYP year is reported in the report card of the grading period when they are completed.

5. The School has also developed its reporting approach to include comments about students' competence development during Service as Action activities.

6. The MYP Personal Project achievement levels per criterion are reported in the end-of-year MYP report. The IB awards each project a final grade. At the beginning of each academic year, the previous year's MYP grade 10 students receive their MYP Personal Project Certificate, indicating the IB-validated grade.

In the Appendix of the MYP report cards, among other clarifications addressed to parents, it is noted that:

- the assessment scale of 0-8 is inextricably linked to the MYP criterion levels of achievement and is not directly aligned with the scale of 0-20 required by the Greek State
- a student who reaches a certain level of performance in a criterion is not expected to achieve similar performance levels in all criteria. Thus, a student's strengths and talents are highlighted, and their weaknesses/shortcomings are identified
- assessment refers to the individual learning pathway of each student. In other words, a student's performance is compared with expected learning outcomes and not with the performance of other students

Review Process

The Assessment Policy is reviewed regularly by the senior pedagogical leadership team and the faculty as part of the IB curriculum review cycle and the whole school improvement plan. The current Assessment Policy is subject to review at the end of the school year or the beginning of the following school year to include any modifications required by the Greek State and/or anticipated due to the revision of the MYP framework and School procedures.

References

"Middle Years Programme Assessment Procedures 2023." *IBO.org*, International Baccalaureate Organization, Sept. 2022

"MYP: From Principles into Practice (for Use from September 2014/January 2015)." *IBO.org*, International Baccalaureate Organization, May 2014 (updated Nov. 2022)

"Personal Project Guide." *IBO.org*, International Baccalaureate Organization, Feb. 2021

"Programme standards and practices." *IBO.org*, International Baccalaureate Organization, Oct. 2018

Appendix I

MYP assessment criteria across subject groups.

	A	B	C	D
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language acquisition	Listening	Reading	Speaking	Writing
Language and literature	Analysing	Organizing	Producing text	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary	Evaluating	Synthesizing	Reflecting	
Personal Project	Planning	Applying skills	Reflecting	

Appendix II

Task-specific clarifications

Sample from Mathematics

	Criterion C: Communicating
Achievement Level	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. use limited mathematical language (rational, irrational number, apply and Pythagorean theorem) ii. use limited forms of mathematical representation to present information (exact value, approximate value, number line representation) iii. communicate through lines of reasoning that are difficult to interpret
3-4	The student is able to: i. use some appropriate mathematical language (rational, irrational number, apply and Pythagorean theorem) ii. use appropriate forms of mathematical representation to present information adequately (exact value, approximate value, number line representation) iii. communicate through lines of reasoning that are able to be understood , although these are not always clear iv. adequately organize information using a logical structure.
5-6	The student is able to: i. usually use appropriate mathematical language (rational, irrational number, apply and Pythagorean theorem) ii. usually use appropriate forms of mathematical representation to present information correctly (exact value, approximate value, number line representation) iii. move between different forms of mathematical representation with some success (give the simplified form of an expression with some success) iv. communicate through lines of reasoning that are clear although not always coherent or complete v. present work that is usually organized using a logical structure.
7-8	The student is able to: i. consistently use appropriate mathematical language (rational, irrational number, apply and Pythagorean theorem) ii. use appropriate forms of mathematical representation to consistently present information correctly (exact value, approximate value, number line representation) iii. move effectively between different forms of mathematical representation (simplified form of an arithmetic expression) iv. communicate through lines of reasoning that are complete and coherent v. present work that is consistently organized using a logical structure.

Sample from English (Language Acquisition, Phase 4)

	Criterion B: Reading
Achievement Level	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.
1-2	<u>You:</u> i. identified minimal information (facts, opinions, messages), you answered most of the multiple-choice questions of Text B incorrectly. Most questions were answered incorrectly without the appropriate and effective justification. ii. identified the basic conventions in all three texts but you failed to provide a valid justification using supporting details in almost all questions. iii. identified basic connections between the two texts you chose regarding audience, content, and purpose. You solely present your choices without providing arguments, explanations, or examples to support them.
3-4	<u>You:</u> i. identified some information (facts, opinions, messages), you correctly answered some of the multiple-choice questions of Text B. Some questions were answered correctly, and justification was not always appropriate. ii. identified the basic conventions in all three texts and you provided some basic justifications using supporting details in most questions. iii. identified basic connections between the two texts you chose regarding audience, content, and purpose. You provided some basic arguments, explanations or examples which were not always effective.
5-6	<u>You:</u> i. identified most information (facts, opinions, supporting details), correctly answered most of the multiple-choice questions of Text B. Most questions were answered correctly and with appropriate justification when needed. ii. interpreted the conventions in all three texts and you provided some valid and effective justifications using supporting details in most questions. iii. interpreted the connections of the two texts you chose for the International Online Magazine. You drew some connections to the audience, content, and purpose of the issue, by providing some effective arguments, explanations, or examples.
7-8	<u>You:</u> i. identified the explicit and implicit of the required information (facts, opinions, and supporting details) and you correctly answered all multiple-choice questions of Text B. All questions were answered correctly and with appropriate justification when needed. ii. analyzed the conventions in all texts and you provided valid and effective justifications using supporting details from the texts. iii. analyzed the connections of the two texts you chose for the International Online Magazine. You drew meaningful connections to the audience, content, and purpose of the issue, by providing effective arguments, explanations, or examples.

Sample from Language and literature

	Criterion D: Using Language
Achievement level	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. uses a limited range of appropriate vocabulary (one or fewer words from the unit 2 vocabulary), sentence structures, and forms of expression, and uses the conditional form with errors and does not attempt to use the advanced conditional form ii. writes in an inappropriate register (uses informal language and style, uses personal pronouns <i>I, you,</i> and <i>we</i> multiple times, breaks many of the conventions of formal writing) that does not serve the context and intention (an essay) iii. uses grammar, syntax, and punctuation with limited accuracy; errors often hinder communication iv. spells with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques (the formatting and presentation of the work are not appropriate to an essay).
3-4	The student: <ol style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary (two to three words from the unit 2 vocabulary), sentence structures, and forms of expression; uses the conditional form correctly, and attempts to use advanced conditional form but makes errors in usage ii. sometimes writes in a register and style (often breaks the conventions of formal writing and uses the personal pronouns <i>I, you,</i> and <i>we</i> once or twice) that serve the context and intention (an essay) iii. uses grammar, syntax, and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells with some degree of accuracy; errors sometimes hinder communication v. makes some use of non-verbal communication techniques (the formatting and presentation of the work are adequate but could be improved)
5-6	The student: <ol style="list-style-type: none"> i. uses a varied range of appropriate vocabulary (four to five words from the unit 2 vocabulary), sentence structures, and forms of expression competently, including an advanced conditional form but repeats the same usage ii. writes competently in a register and style (formal register, breaks the conventions of formal writing only once but does not use the personal pronouns <i>I, you,</i> and <i>we</i>) that serve the context and intention (an essay) iii. uses grammar, syntax, and punctuation with a considerable degree of accuracy; errors do not hinder communication iv. spells with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of non-verbal communication techniques (the formatting and presentation of the work are good, with only a few lapses).
7-8	The student: <ol style="list-style-type: none"> i. effectively uses a varied range of appropriate vocabulary (more than five words from the unit 2 vocabulary), sentence structures, and forms of expression, including two different advanced conditional forms ii. writes in consistently appropriate register and style (follows all the conventions of formal writing) that serve the context and intention (an essay) iii. uses grammar, syntax, and punctuation with a high degree of accuracy; errors are minor, and communication is effective iv. spells with a high degree of accuracy; errors are minor, and communication is effective v. makes effective use of non-verbal communication techniques (the formatting and presentation of the work are excellent).

Appendix III

Grade boundaries and descriptors

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
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 real-world 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.

See IB document "Further Guidance for Developing MYP Assessed Curriculum".

Appendix IV

Journal of the Government of the Hellenic Republic

Assessment Procedure

Assessment of student performance is defined as follows:

A. The evaluation of student performance throughout the semesters considers the following criteria:

- a) the overall participation of the student in the learning process (the questions he asks, the answers he gives, his contribution to the study of a topic in the classroom, cooperation with classmates, the diligence in the execution of the tasks assigned to him) from which the teacher develops insight into the knowledge acquired, understanding of concepts and phenomena, problem-solving skills, communication skills, critical thinking, creativity, etc.
- b) the assignments performed by the student as part of the daily learning process either at School or at home, individually or in groups
- c) synthetic creative projects, individual or group, interdisciplinary projects
- d) major written tests
- e) short written tests (quizzes)

End-of-year examinations

The examination material is two-thirds (2/3) of the taught material. Under no circumstances can the material to be examined be less than half of the syllabus. Each teacher is responsible for the exact material to be examined in each subject, and if the course is taught by more than one teacher, it is done jointly by both teachers. The examination material is submitted and approved by the Director and is communicated to the students five (5) working days before the end of classes. The examination material is recorded in the syllabus book and signed by the teacher.