



ASSESSMENT POLICY

The policy is annually reviewed and revised – current version October 2020

International Baccalaureate Organization (IBO) 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

Pierce - The American College of Greece Mission Statement

“The mission of Pierce is to provide a holistic education to form intellectually independent, morally responsible, socially engaged global citizens. “Non ministrari sed ministrare” (“Not to be served but to serve”) defines our institutional character and our aspiration for our students.”

Assessment Policy

Gymnasio (7th to 9th grade) - Lykeio (10th to 12th grade)

The evaluation of the PIERCE **students** is not only an auditing system of academic performance but a complete pedagogical procedure through which the progress of the student is followed and surveyed, as well as personal qualities and characteristics such as each student's academic efforts, interests, initiatives, creativity, collaboration and respect for self, others and the world. The **teachers**, despite differences in curriculum elements, pedagogical practices and learning objectives, have the responsibility to follow some common criteria of evaluation in order to offer a just and objective evaluation procedure that promotes student motivation for learning and improves teaching methods and pedagogies. The evaluation procedure enables **parents** to be informed objectively and punctually about student performance, offering a holistic picture of each student's progress both in academic and qualitative terms.

Evaluation and Grading

The evaluation of the students occurs each **semester (4 months)** and is based on the following parameters:

		GYMNASIUM			LYCEUM		
		Group A	Group B	Group C	Group A	Group B	Group C
Subjects included		Modern Greek	Geography	Music	All subjects of General Education	Optional subjects	Physical education Computer Science
		Ancient Greek	Chemistry	Visual Arts			
		English	Social and political Education	Physical education			
		History	Religion				
		Maths	2nd foreign language				
		Physics	Technology				
		Biology	Computer Science				
			Oikiaki Oikonomia				
Evaluation parameters	Everyday Oral Examination	Yes	Yes	Yes	Yes	Yes	Yes
	Participation in the didactic procedures	Yes	Yes	Yes	Yes	Yes	Yes
	Classwork and Homework	Yes	Yes	Yes	Yes	Yes	Yes
	Quiz short tests in class	Max 3 per semester	Max 3 per semester	No	Yes - no limit	Yes - no limit	No
	Hourly written tests	1 in 1st semester	1 in each semester	No	1 in 1st semester	1 in 1st semester	No
	End-of-year exam	Yes	No	No	Yes	Yes	No

PIERCE fully complies with the assessment standards of the Greek Ministry of Education. The Ministry of Education has overall responsibility for course development and approval, and also supervises most of these schools. Grades are based on 20-1, with 20 the highest. Any grade below 10 is each is considered a fail, with some exceptions. The evaluation procedures are in accordance to the official

regulations Π.Δ. 60/2006 ΦΕΚ 65 τ.Α' (Lyceum) and Π.Δ. 126/2016 ΦΕΚ Α'211 (Gymnasium) as well as the consensus of the different academic departments of PIERCE Gymnasium and Lyceum.

For the basic organization of the Greek educational system:

https://eacea.ec.europa.eu/national-policies/eurydice/content/greece_en

[last access: 13/10/2020]

International Baccalaureate Diploma Programme at PIERCE

Students

Students should comply with the standards both of PIERCE Lykeio and the IB DP. They should have the opportunity to understand and evaluate their assessment progress. Students are considered as life-long and self-responsible learners. Students understand and follow in the context of academic honesty the requirements of their internal and external assignments as well as the goals and standards of their coursework.

Teachers

Teachers can measure students' performance in different subject groups as required by the official standards of the IB DP program. Teachers are responsible to facilitate students' learning in communicating to both students and the parents the assessment standards and goals of the course. Teachers are responsible to give clear, precise and updated instructions of the assessments standards of their course. Teachers provide progress reports to parents every semester. Teachers explain to students their strengths and weaknesses on the assessment criteria and goals of the course and the program. Teachers provide support to the students throughout the two years DP program.

Coordinator

The coordinator is responsible to explain the philosophy and standards of the IB DP curriculum to teachers, students and parents. The coordinator is responsible to evaluate along with the teachers the students' progress. The coordinator provides all necessary material and tools in order to achieve the goals of the IB DP program.

Assessment and Examination

Student Assessment

The work of the students is assessed against the stated goals of the IB DP courses. The goals and standards of the DP procedures are measured in specific ways such as: analyzing and presenting information; evaluating and constructing arguments; solving problems creatively. The performance of the students is measured both in terms of academic skills such as

- retaining knowledge
- understanding key concepts
- applying standard methods.

International mindedness and intercultural skills are also developed and maintained.

External and Internal Assessment

External assessment: examinations form the basis of the assessment for most courses. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

Internal assessment: teacher assessment is also used for most courses. This includes:

- oral work in languages
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

Information has been taken from IBO *Assessment and Exams* at <http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/> [last access: 13/10/2020]

Grading scale

In the DP, students receive grades ranging from 7 to 1, with 7 being highest:

- 7 Excellent
- 6 Very good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very poor

Students receive a grade for each DP course attempted. The final score of the student is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core. Maximum 45 including the DP core.

See Appendix Article 12 (IBO General Regulations).

The DP core

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score. See the following matrix

		Theory of knowledge (TOK)				
Extended essay	Grade awarded	A	B	C'	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	Failing condition
	D	2	1	0	0	Failing condition
	E or N	Failing condition				Failing condition

Creativity, Action, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Subject group courses

Higher level and standard level courses

Most of the IB DP course are offered both in higher level (HL) and standard level (SL) courses. The same number of points are graded for both HL and SL courses. HL and SL differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Awarding the IB Diploma

In order to earn the IB Diploma the student must:

1. scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects
2. completes both the Theory of Knowledge and the Extended Essay with at least a D grade
3. Fulfils the requirements of the IB CAS programme by meeting all 7 Learning outcomes

See also Appendix Article 13 (IBO General Regulations).

Appendix

IBO General Regulations: Diploma Programme

Article 12: Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum).

Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Article 13: Award of the IB Diploma

13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

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