



**INTERNATIONAL  
SCHOOL  
OF PIRAEUS**



## **ASSESSMENT POLICY**

### ***Learner Profiles***

#### **The student is showing that he/she is:**

<i>Inquirer</i>	Asks relevant questions, is naturally curious, uses skills to conduct research persistently, works independently and uses findings in her/his life.
<i>Communicator</i>	Expresses feelings and thoughts in words across the curriculum, communicates in different languages and symbol systems, communicates verbally and non- verbally.
<i>Thinker</i>	Uses what she/he already knows, builds on own ideas critically and creatively and responds to the ideas of others in the same way.
<i>Risk-taker</i>	Willing to make mistakes, prepared to try something new and to explore new ideas with courage and confidence.
<i>Knowledgeable</i>	Has reached objectives of the programme and acquired relevant knowledge for his/her level by exploring themes which have global relevance and importance.
<i>Principled</i>	Is capable of moral reasoning by communicating integrity, honesty, fairness and justice.
<i>Caring</i>	Is sensitive towards the needs and feelings of others. Shows empathy and thoughtfulness. Has a sense of personal commitment in helping others.
<i>Open-minded</i>	Listens, respects and considers other people's thoughts, ideas, and cultures. Accepts that we are different and have different points of view.
<i>Well-balanced</i>	Cares about personal well-being and is emotionally and physically balanced. Is well organized.
<i>Reflective</i>	Considers own behavior, actions, communications and learning and is able to analyze own personal strengths and weaknesses in a constructive manner.

## Parents Letter

Dear ISP Parents,

At International School of Piraeus, we provide the best education for your child with an ever-evolving International Baccalaureate curriculum in combination with the National curriculum, as well as support from our teachers and staff to help your child reach their potential and fulfil their dreams.

At ISP, our school policies are rooted in the IB philosophies, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies. Our policies have been developed through discussions with teachers, parents and students.

These are the policies aligned with the IB guidelines:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity
6. Complaints
7. English Language – Phases Program

The whole ISP community shows mutual respect for students of all identities, social situations, learning skills and language backgrounds and our goal is to meet their specific needs.

By enrolling your child(ren) in ISP, you agree to respect and promote our school policies. In each of our policy documents you will find our philosophy, the rights and responsibilities of each member, the community's commitments and a description of how each policy supports the ISP student profile.

We look forward to working collaboratively to ensure that our students receive a high-quality education that reflects the Standards and Practices of the International Baccalaureate Organization.

Thank you for your trust and cooperation.

Warmest regards,

Marika Valsamidou  
Head of School &  
Head of Primary

Mary – Jane Alexandridis  
Head of Early Years

Antonia Daponti  
PYP Program Coordinator

## Our Principles

### **IB Mission**

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.

### **ISP Vision**

Our vision is **BELIEVE TO ACHIEVE**. We foster a respectful and inclusive environment where all individuals develop their skills, believe in their potential and reach their personal goals in order to become active members of the society, based on universal values.

### **ISP Mission Statement**

Our mission is to provide high quality education in a stimulating and supportive learning environment that helps our students achieve their goals, reach their full potential and connect their school experiences to real life through their actions. With a holistic, student-centered and inquiry-based approach, our students learn to respect diversity, be thinkers and caring in order to become active and responsible members of both local and international community.

### **ISP PHILOSOPHY**

The International School of Piraeus offers the International Baccalaureate programme, The Primary Years Programme, a high-quality education that stimulates lifelong learning, develops skills and globally relevant concepts, generates good learning habits and promotes positive attitudes.

Within the programme we offer a comprehensive, inquiry-based and student-centered approach to teaching and learning. We focus on the total growth of the developing child – intellectual, physical, emotional and social, which we monitor and scaffold with rigorous and holistic assessment.

Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideas of **intercultural understanding and respect, responsible communication and citizenship**. We cooperate with schools and institutions both in Greece and abroad in order to create a better and more peaceful world.

*The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.*

*Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community.*

*(Learning and Teaching, IB 2018)*

## **Our Assessment Philosophy**

The student's intellectual, personal and social development is the focus of International School of Piraeus. Within the programme we offer a comprehensive, inquiry-based and student-centered approach to teaching and learning. We focus on the total growth of the developing child – intellectual, physical, emotional and social, which we monitor and scaffold with rigorous and holistic assessment.

### **ESSENTIAL AGREEMENT**

**Teachers use various tasks, strategies and tools to give every student possibility to develop best in his/her own way. Furthermore, homeroom and single subject teachers, students, peers, external experts and the school community are included in the assessment. The Portfolio is an essential part of the PYP assessment process.**

## **Assessment and the Learner Profile**

All members of our school community – leadership, specialists, teachers, students, parents- should exhibit the attributes of the Learner Profile which are linked with the assessment principles.

**Communicators:** Communication is vital between the members of the community and help them to understand better the assessment practices and results.

**Caring:** One of the main purposes of assessment is to provide support and services for our students' academic development and well-being.

**Principled:** They assess with integrity and honesty, with a strong sense of fairness, justice and respect.

**Reflective:** They reflect on the assessment strategies, tools, systems and processes in order to respond to the necessary needs.

## Effective Assessment Practice

The characteristics of effective assessment are (Learning and Teaching, IB 2018):

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

## Roles and Responsibilities

### Leadership Team

- Oversees the development and implementation of the assessment policy.
- Observes the process of assessment procedures.
- Ensures the assessment process is collaborative and inclusive of all members.
- Ensures the necessary systems are in place and students receive the necessary support.
- Conducts regular meetings with the department Coordinators to be informed about students' progress and needs.
- Create opportunities for teachers to plan, reflect and moderate assessment collaboratively.
- Provides professional development opportunities around integrating effective assessment.

### Teachers\*

- Plan in response to student and teacher inquiries.
- Develop criteria for producing a quality product or performance.
- Monitor what students know, understand and can do.
- Provide evidence that can be effectively reported and understood by the whole school community.
- Collaboratively review and reflect on student performance and progress.
- Review the outcomes of assessment and special assessment arrangements.
- Take into account a variety of learning styles, multiple intelligences and skills including different cultural background.
- Differentiate assessment tasks and criteria for students with IDPs (Individual Development Plans).
- Co-construct success criteria and learning goals with students (Grades 4-6).
- Differentiate assessment tasks and criteria for foreign students who attend support programmes less than three years (Grades 4-6).
- Participate in reflection, self- and peer-assessment.
- Assess the prior knowledge of students and give them feedback regularly.

- Complete descriptive and differentiation assessment forms every trimester in collaboration with peers and learning support teachers.
- Provide multiple opportunities and contexts for students to practise their skills.
- Define and communicate the learning goals and success criteria with students and parents.
- Design guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different contexts.
- Collect and use observable learning evidence that can be seen, heard or touched.
- Identify where and when students are most ready to learn and be challenged.

### **Students**

- Share their learning and understanding with others.
- Reflect on their process and set goals for their learning.
- Co-construct success criteria and learning goals with teachers (Grades 4-6).
- Demonstrate a range of knowledge, conceptual understandings and skills.
- Know and understand in advance the criteria for producing a quality product or performance.
- Participate in reflection, self- and peer-assessment.
- Base their learning on real-life experiences that can lead to further inquiries.
- Express different points of view and provoke dialogue.
- Analyse their learning and understand what needs to be improved.
- Select evidence that best demonstrate the intended learning goals.
- Draw on feedback and multiple strategies to adjust their learning according to their strengths and demonstrate mastery and expertise.

### **Parents**

- See evidence of student learning and development.
- Develop an understanding of the student's learning goals and progress.
- Provide opportunities to support and celebrate student learning.

Continuous assessment provides insights into students' understanding, knowledge and skills. It is also a means of exploring the learning styles and individual differences of the children in order to differentiate instruction.

Feedback plays an important role in the PYP Programme and we believe that parent feedback is essential to improve and further expand the overall programme.

### **\*Assessment in the classroom includes:**

- Using representative samples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others
- Developing clear rubrics
- Identifying exemplar student work

- Keeping records of students' work

## WHAT TO ASSESS

When monitoring and documenting student learning, the teacher considers (Learning and Teaching, IB 2018):

- The nature of students' inquiry over time—observing for depth and breadth.
- Students' awareness that authentic challenges require solutions based on the integration of knowledge that spans and connects different subjects.
- How students demonstrate and develop subject knowledge.
- How students apply their conceptual understandings to further their inquiries successfully.
- How students demonstrate and develop the Approaches To Learning (ATLs - skills).
- How students demonstrate both independence and an ability to learn collaboratively.

## HOW TO ASSESS

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching.

The assessment has four dimensions:

- **Monitoring:** how we discover what the students have learnt, know and can do.
- **Documenting:** how we record evidence of learning.
- **Measuring:** how we choose to collect and analyse findings.
- **Reporting:** how we pass on the information.

## Monitoring

The monitoring of learning occurs daily through a variety of strategies such as:

- ✓ Observation
- ✓ Performance assessment
- ✓ Questioning
- ✓ Reflection
- ✓ Discussion and learning with peers and teachers to form meaningful feedback and feedforward for next steps in learning
- ✓ Open-ended tasks
- ✓ Selected responses
- ✓ Process focused assessment

## Documenting

The documenting of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. We record this information using a variety of tools, which are the instruments used to collect data.



- **Portfolio** (KG1-GR3) & **Digital Portfolio** (Grades 4-6)

The Portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more subject areas. The collection of work is selected by students based on the personal interests and learning outcomes as evidence of student self-reflection. The Portfolio is a learning tool used throughout the child's primary years to show the progress of learning.

### **Essential Agreements about Portfolio Assessment**

- ✓ The portfolio is a form of assessment that students collate together with their teachers.
- ✓ It is not just a collection of student work, but a selection - the student must be involved in choosing and justifying the pieces to be included.
- ✓ It provides samples of the student's work which show progress over time. By reflecting on their own learning (self-assessment, reflections, assessment tools, teacher comments) students begin to identify the strengths and weaknesses in their knowledge. These weaknesses set goals for the students through reflection.
- ✓ The criteria for selecting and assessing the portfolio contents must be clear to the teacher and the students when they start the process.

- **Learning Journals** (Early Years students)

The purpose of the learning journals is to record reflections and feedback of student learning

- **Learning Stories** (Early Years – Grade 3)

Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.

### **Monitoring & Documenting - Planners**

Teachers use a range of assessments throughout the school year in their planners which demonstrate students' achievements.

**Pre - assessment:** occurs before embarking on new learning to uncover prior knowledge and experiences.

**Formative assessment:** provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

### **Measuring**

The measuring of learning gathers "point-in-time" data on achievement and progress. Not all

learning can be, or needs to be, measured.

At ISP we use a range of tools to gather information about students' learning.

- ✓ Anecdotal records
- ✓ Checklists
- ✓ Rubrics
- ✓ Continuums
- ✓ Exemplars
- ✓ Quizzes / Tests

When teachers co-construct learning goals with students enhance students' agency as they give them the opportunity to take ownership of their own learning. Students develop skills in monitoring and adjusting their own goals.

### Reporting

Reporting on assessment at ISP includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

- **Conferences**

#### **Student-Teacher**

Students and teachers have regular informal conferences, designed to give feedback so they can reflect on their work and further refine and develop their skills.

#### **Parent-Teacher**

Parents can meet with teachers at parent-teacher conferences, which are held once a trimester and weekly optional conference hours (in the morning) according to the list provided every September.

- **Student - led Conferences**

Student-led Conferences are formal reporting sessions with parents, led by the students themselves. The teacher's role is to guide and prepare the students for this important role. The emphasis is on the discussion between a child and his/her parent.

The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of their own learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self confidence and self esteem. Parents become active participants in their child's learning and skills and have an opportunity to help their child set positive goals. Students are trained to

become confident participants. Parents will be supported and guided by the teachers providing them with checklists and suggested guided questions so that they get the most information possible from their child.

- **Descriptive and differentiated assessment / Reports**

Students in Early Years get their assessment reports twice a year (every two UOIs). The reports are based on the student's progress throughout the unit of inquiry (UOI) and the teachers evaluate the students according to their knowledge, conceptual understanding and skills.

Students in Primary get descriptive and differentiated assessment at the end of each trimester (December – March - June).

Descriptive assessments are seen as a summative record for students, parents and the school itself of a student's progress. They clearly indicate areas of strengths, areas for improvement, and where students are involved in providing input (through self-assessment), are helpful aids to a student's development.

Differentiated assessments are individualized assessment reports that include students goals and achievements in three areas: knowledge – skills – social / emotional.

Greek reports based on the Greek Ministry of Education are also given along with the descriptive assessment (only for Grade 6) as they are designated by the Ministry of Education for primary public or private education. There is a specific marking scale (1-10 scale -10: being excellent).

- **The exhibition**

The Grade 6 exhibition is a significant event in the final year of the PYP, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP. Students are required to engage in a collaborative, trans disciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems.

Key purposes of the PYP Exhibition include the following:

- For students to engage and report on an in-depth, collaborative inquiry.
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide students with an opportunity to explore multiple perspectives.
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP.
- To provide an authentic process of assessing student understanding.
- To demonstrate how students can take action as a result of their learning.
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition of learners from primary to middle/secondary education.

Who performs assessment
Teacher
Student (self-assessment/ peer assessment)
Parents
Peers
External (Ministry, IBO)
Audience beyond classroom (other classes, community)
Experts from public institutions

## GLOSSARY

Assessment strategies	
<b>Observation</b>	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).
<b>Performance assessment</b>	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
<b>Process-focused assessment</b>	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.

<b>Selected responses</b>	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
<b>Open-ended task</b>	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.
<b>Portfolio</b>	An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, creativity, and reflection.

<b>Assessment tools</b>	
<b>Rubrics</b>	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
<b>Exemplars</b>	Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.
<b>Checklists</b>	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
<b>Anecdotal records</b>	Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.
<b>Continuums</b>	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

## Connections to other IB Policies

### **Assessment and Admissions**

In the Early Years, the previous pre-school submits an evaluation form and any school documents.

In Primary, the previous school submits the assessment reports of the student and the other school documents. We assess admissions based on all the information provided. For mid-year admissions, students may be asked to come in to take an admissions test in Greek and English Language, Mathematics and / or an interview with the PYP Coordinator.

### **Assessment and Academic Integrity**

The maintaining of integrity in all forms of assessments (descriptive or differentiated) is reliant on Academic Integrity Policy. The teachers act with integrity and honesty, with a strong sense of fairness, justice and respect of students' needs while assessing them.

### **Assessment and Inclusion**

Students with identified learning difficulties are allowed inclusive arrangements and reasonable adjustments (eg. additional time, use of assistive technology, breaks etc.) for all assessments in all subjects, as appropriate to their needs.

The SEN Coordinator meets with parents to provide guidance on how to address various special educational needs. Once a student is identified as needing more than 7 hours of weekly support, the learning support team (the Head of school, the SEN coordinator, the PYP Coordinator, class teacher, learning support teacher, parents) meets to develop an individual development plan (IDP).

Information Students' files are stored and managed in compliance with the General Data Protection Regulation (GDPR) guidelines and the SEN Coordinator ensures that data related to students receiving learning support services are strictly confidential. Access to these files is given to the Department Heads and the PYP Coordinator who may need it for administrative or/and educational purposes.

### **Assessment and Language**

On application to ISP, a student's language profile is assessed by our school's Child Developmental Specialist / SEN Coordinator through a screening/assessment process. A foundation in the child's mother tongue is essential for success. In order to be admitted, students should demonstrate age-appropriate literacy and proficiency in a language.

The nature of the assessment varies for different year groups and may require a meeting with a member of the academic staff except from the SEN Coordinator. The assessment process is designed to ensure that the placement of all children will best meet their educational and personal

requirements. The assessment is also designed to help ascertain whether a child would require individualized support.

For mid-year admissions, students must take assessment tests in Greek and English language before their entry. The English test is also used as a language placement test to ensure accurate phase placement. Students with identified learning difficulties are granted inclusive access arrangements (eg. additional time, assistive technology, etc.) for the placement test.

### IB Standards and Practices for Assessment

Our Assessment Policy has been aligned with the new IB Standards and Practices, which became effective October 2020.

Please note the related standards below.

#### ***Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)***

**Culture 5.1:** The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

**Culture 5.2:** The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

**Culture 5.3:** The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

**Culture 5.4:** The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

**Culture 5.5:** The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

#### ***Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)***

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

**Culture 6.6:** The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

**Culture 6.7:** The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

***Approach to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)***

**Approach to Assessment 2.1:** Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

**PYP 1:** Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

***Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)***

**Approaches to assessment 3.1:** The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

**Approaches to assessment 3.3:** The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

***Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)***

**Approaches to assessment 4.1:** The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)