

NATIONAL EDUCATIONAL POLICY OF GREECE

1. ASSESSMENT

1.1. Purposes of assessment						
Policy Measure	No clear Policy or Encouragement or Requirement or Accountability	For secondary only (lower, upper secondary or both) or both primary and secondary or other	Mathematics only or other subjects too	In line with the literature	Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)	Period of establishment/Evaluation and Adjustment of policy
<p style="text-align: center;">Diagnostic assessment</p> <ul style="list-style-type: none"> • At the beginning of each school year & contributes to an annual teachers' planning by identifying the level of students • Diagnostic tests are not taken into account in the assessment of student performance. <p style="text-align: right;"><i>Π.Δ. 46/2016</i></p>	Encouragement	Upper secondary	Other too		no	2016
<p style="text-align: center;">Formative assessment</p> <ul style="list-style-type: none"> • During the school year provides feedback concerning the degree of student's achievement • Informs teachers about the results of their work, the teaching methods and tools they use • Contributes to self - awareness about the degree of improvement in student's 	Requirement	both	Other too		no	2016

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<p>performance in order to focus accordingly their effort</p> <ul style="list-style-type: none"> Serves to inform parents about the progress of their children. <p style="text-align: right;"><i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i></p>						
<p>Summative assessment</p> <ul style="list-style-type: none"> Objective evaluation of the validity of knowledge and skills of students selection (e.g., access to education, grade retention, pass/fail) certification (e.g., finishing an educational program, central and school exams) <p style="text-align: right;"><i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i></p>	<p>Accountability</p>	<p>both</p>	<p>Other too</p>		<p>Yes (students with special needs)</p>	<p>2016</p>
<p>Authentic Assessment</p> <ul style="list-style-type: none"> Helps students to create the image of their individual progress so that they can improve their performance. Helps teachers to estimate the degree of achievement of their teaching and pedagogical goals & learn about the evaluation of the teaching and learning process with a view to its reform. Keep parents / guardians informed about the progress of their children. <p>Educational Guide for AuthenticAssessment</p>	<p>No clear policy/ Encouraged</p>	<p>Primary & Lower secondary</p>	<p>Other too</p>	<p>yes</p>	<p>Yes (students with special needs)</p>	<p>2017</p>

1.2. Techniques of assessment						
Policy Measure	No clear Policy or Encouragement or Requirement or Accountability	For secondary only (lower, upper secondary or both) or both primary and secondary or other	Mathematics only or other subjects too	In line with the literature	Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)	Period of establishment/Evaluation and Adjustment of policy
<p>Formative assessment Participation in the daily work of the classroom and overall activity in school unit</p> <p><i>П.Д. 46/2016</i> <i>П.Д. 126/2016</i></p>	Requirement	both	Other too		no	2016
<p>Formative assessment The work that students perform at school or at home / Homework assignments on a daily basis</p> <p><i>П.Д. 46/2016</i> <i>П.Д. 126/2016</i></p>	Requirement	both	Other too		no	2016

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<p>Formative assessment Performance file and pupils' activities / Portfolio, record of the participation in the learning process <i>Π.Δ. 46/2016</i></p>	Encouragement	Upper secondary	Other too		no	2016
<p>Formative assessment Synthetic Creative Works. Creative project which may combine many subject areas (in teams or individually) <i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i></p>	Requirement	Upper & Lower Secondary	Other too		no	2016
<p>Summative assessment Grading scale in performance Poorly 0 - 5 Insufficiently 5.1 - 9.4 Almost good 9.5 - 13 Good 13.1 - 16 Very good 16.1 - 18 Excellent 18.1 – 20 <i>862/2015</i></p>	Accountability	Upper & Lower Secondary	Other too		No	2015
<p>Formative assessment Oral assessment (προφορική εξέταση) <i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i></p>	Accountability	Secondary	Other too		Yes (students with special needs)	2016

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<p>Summative assessment The results of performance in written tests <i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i> <i>Educational Guide for Authentic Assessment</i></p>	Accountability	both	Other too		no	2016
<p>Summative assessment The results of performance in the intermediate written exams during the two semesters <i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i> <i>Educational Guide for Authentic Assessment</i></p>	Accountability	Secondary	Other too		no	2016
<p>Summative assessment The results of performance in final examinations at the end of the academic year <i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i> <i>Educational Guide for Authentic Assessment</i></p>	Accountability	Secondary	Other too		Yes (students with special needs)	2016
<p>Summative assessment Characteristics of written final examinations Algebra & Geometry Four (4) exam questions which check:</p> <ul style="list-style-type: none"> • Knowledge of concepts and terminology • Knowledge of concepts and terminology • Reproduction of cognitive information • Execution of known algorithms • Analysis, synthesis & creative processing of a given material 	Accountability	Upper Secondary	Mathematics only		no	2015

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<ul style="list-style-type: none"> Selection & application of an appropriate method <p style="text-align: right;"><i>862/2015</i></p>						
<p style="text-align: center;">Summative assessment</p> <p style="text-align: center;">Structure of written final examinations Algebra & Geometry Four (4) exam questions:</p> <p style="text-align: center;">1st</p> <ul style="list-style-type: none"> Five questions (multiple selection / True-False/ matching questions) Simple proof <p style="text-align: center;">2nd</p> <p style="text-align: center;">An exercise (application of a definition / algorithm / proposition)</p> <p style="text-align: center;">3rd</p> <p style="text-align: center;">An exercise (combination and synthesis of concepts & proofs / computational processes)</p> <p style="text-align: center;">4th</p> <p style="text-align: center;">An exercise / problem (combination and synthesis of concepts & analysis of initiatives to develop selection strategies)</p> <p style="text-align: right;"><i>862/2015</i></p>	Accountability	Upper Secondary	Mathematics only			2015
<p style="text-align: center;">Formative</p> <p style="text-align: center;">Self-assessment</p> <p style="text-align: center;">Educational Guide for AuthenticAssessment</p>	Encouragement	Primary & Lower secondary	Other too	yes	no	2017

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<p>Formative Peer assessment</p> <p>Educational Guide for Authentic Assessment</p>	Encouragement	Primary & Lower secondary	Other too	yes	no	2017
<p>Formative Systematic Observation</p> <p>Educational Guide for Authentic Assessment</p>	Encouragement	Primary & Lower secondary	Other too	yes	no	2017
<p>Formative Discussions with students</p> <p>Educational Guide for Authentic Assessment</p>	Encouragement	Primary & Lower secondary	Other too	yes	no	2017

1.3. Reporting results to students, parents etc.						
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<p>Summative assessment Performance grades (Oral assessments)</p> <p><i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i></p>	<p>Accountability</p>	<p>both</p>	<p>Other too</p>		<p>Yes (students with special needs)</p>	<p>2016</p>
<p>Keep parents informed about the objectives, the evaluation process & the performance of students</p> <p><i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i></p>	<p>Requirement</p>	<p>both</p>	<p>Other too</p>		<p>no</p>	<p>2016</p>
<p>Parents get informed about the students' performance in diagnostic tests</p> <p><i>Π.Δ. 46/2016</i></p>	<p>Requirement</p>	<p>Upper secondary</p>	<p>Oher too</p>		<p>no</p>	<p>2016</p>

1.4. Provision of resources to support teacher assessment (e.g. battery of tests to be used, item banks, financial resources)						
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<p>Formative assessment The evaluation of the Creative Project is authentic with scales of graded criteria of which samples are proposed by the IEP. Depending on the type of creative work, teachers shall choose the appropriate rated criteria</p> <p><i>Π.Δ. 46/2016</i></p>	Encouragement	Upper secondary	Other too		no	2016
<p>Formative assessment Self-assessment questionnaires (source: IEP)</p> <p><i>Π.Δ. 46/2016</i></p>	Encouragement	Upper secondary	Other too		no	2016
<p>Item banks</p> <p>Sources:</p> <ul style="list-style-type: none"> Digital school & e-books - Ministry of Education http://dschool.edu.gr 	Encouragement	both	Other too		no	

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<ul style="list-style-type: none"> & http://ebooks.edu.gr/new/allcourses.php) • IEP • school advisors 						
Indicative activities by curriculum-based school advisors	Encouragement	Secondary	Other too		no	2016-2017
Indicative exam questions for the final written evaluation for each lesson by curriculum-based school advisors	Encouragement	Secondary	Other too		Yes (students with special needs)	2016-2017
Educational Guide for Authentic Assessment "AuthenticAssessment: Theoretical Framework and Methodology" (source: IEP)	Encouragement	Primary & Lower secondary	Other too	yes	Yes (students with special needs)	2017

1.5. National assessment mechanisms (if any)						
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Final National Exams	Accountability	Upper secondary	Other too		Yes (students with special needs)	

2. TEACHER TRAINING ON ASSESSMENT (INITIAL AND IN SERVICE) AND COLLABORATION AMONG TEACHERS

2.1. Teacher initial training in terms of the programs of study offered by the universities, leading to teachers' graduate or post graduate diploma (i.e., whether the Ministry of Education is in any kind involved to the programs of study of the Universities)						
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ΠΕΚ (κέντρα εισαγωγικής επιμόρφωσης υπο την αιγίδα του υπουργείου)	Requirement (ήταν υποχρεωτική η συμμετοχή των νεοδιόριστων εκπ.)	BOTH	ALL SUBJECTS	YES	Differentiation regarding the group of teachers	Λειτουργούσαν αλλά τώρα δεν λειτουργούν πια (σύμφωνα με τις συζητήσεις με συμβούλους)

2.2. Teacher professional development: in service training courses, including mentoring system for newly appointed teachers

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introductory Training Courses/ 3rd phase: Assessment as a pedagogical act & research process in relation to the student and the didactic work Ο.ΕΠ.ΕΚ	Accountability	Both	Other too	Yes	<ul style="list-style-type: none"> • For newly appointed teachers • Student with special needs 	No data	2010-2011
Educational Seminars /e-learning	Encouragement	both	All	yes	Differentiation regarding the group of teachers	No data	School based or in-service training (πηγή: σύμβουλοι)

2.3. Support offered by school advisory bodies (this may not be applicable for centralized systems such as Cyprus and Greece)

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2.4. Teacher cooperation about assessment within a school (including team teaching, exchange of visits among teachers etc.)

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<p>Formative assessment Creative project when it combines many subject areas is evaluated with the cooperation among the relative teachers</p> <p><i>Π.Δ. 46/2016</i> <i>Π.Δ. 126/2016</i></p>	Encouragement	Secondary	Other too		no	2016

2.5. Promoting networking between schools						
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<p>Authentic assessment</p> <p>Seminar on authentic assessment 26/03/2018</p> <p>LINK: https://www.youtube.com/watch?v=PLusfV1ES2M</p> <p>IEP & School Advisors</p>	Encouragement	Primary & Lower secondary	Other too	yes		2018

3. EVALUATION MECHANISMS IN REGARD TO THE POLICY ON ASSESSMENT AND TEACHER PROFESSIONAL DEVELOPMENT

3.1.	<p>How frequently evaluation projects are undertaken?</p> <p>There was an annual report from the school advisors to the Central office - Secondary Education. School advisors explicitly stated that they do not know the results of these reports (interviews with school advisors)</p>
3.2.	<p>Sources of data (e.g. views of different stakeholders, impact on learning) used in evaluating the national policy.</p>
3.3.	<p>Please tell us when a reform policy is typically evaluated. Is it normally continually evaluated (i.e., from the introduction of a reform or whether data only at the end of a reform are collected)?</p>
3.4.	<p>Processes that are used in order to control the validity of evaluation instruments (if any).</p>
3.5.	<p>Please indicate the focus of evaluation based on the following and provide details (interviews with school advisors):</p>
3.6.	<p>Please give your views about who has access to the reports of policy reform evaluations (Officials of the ministry, Teachers, School stakeholders, Public, Others).</p>

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3.7.	Please state whether the evaluation results are used and for whom. <i>In case they are used</i> specify <u>how</u> they are used. If possible, provide specific examples of how evaluation results have been used in the past.
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