



Colegio San Agustin

Dasmarinas Village, Makati

IBDP Assessment Policy

Version 1
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I. International Baccalaureate 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.

II. The IB Learner Profile

The aim of the IB program is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet; help to create a better and more peaceful world.

IB learners 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 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 IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

III.The IBDP Curriculum Model



IV.CSA Vision and Mission Statements

The school's vision:

A Christian community committed to the building up of the City of God through the formation of true and future-ready Augustinian servant leaders.

The school's mission:

Colegio San Agustin-Makati is committed to the cause of the Kingdom, the salvific mission of the Church, by providing quality and relevant Catholic Augustinian education to the youth, through excellent curricular and co-curricular offerings, integration of faith and life, care for God's creation, development of moral and social virtues, promotion of health and cultural programs, and fostering of civic and patriotic attitudes and global citizenship. All these are geared to the holistic development of the learners, dynamic and innovative servant leadership, and community life centered upon God.

V.The IBDP Assessment

According to the *Diploma Programme: From Principles to Practice*:

Assessment plays a crucial role in promoting learning and growth in students eliciting evidence of learning and tracking progress. The IB's approach to assessment is that learning, teaching, and assessment should effectively inform and support one another. The IB's vision is that students will benefit from a holistic assessment experience throughout their IB education and that their sense of self-efficacy and agency are enhanced in the process.

In IB programmes assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic demonstrations of understanding that call for critical and creative thinking.

In IB programmes, assessment is ongoing, varied, and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, including the extended essay in DP.

External assessments for DP students are internationally benchmarked, balancing valid measurements with reliable results.

VI. IB Principles of Assessment

According to the *IBDP Assessment Principles and Practices—Quality Assessments in a Digital Age*:

The following five points summarize the underlying principles of IB assessment. IB assessments must:

- 1. be valid for the purposes which they are intended for. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives, and manageability for candidates, schools, and the IB;*
- 2. have a positive backwash effect, that is, their design must encourage good quality teaching and learning;*
- 3. be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement;*
- 4. be part of the context of the wider IB programme, not considered in isolation. Does it support the concurrency of learning and the overall learner experience?*
- 5. support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators, and internationally minded.*

VII. IBDP Assessment Policy

Lifted from the Diploma Programme Assessment: Principles and Practice.
Appendix B © International Baccalaureate Organization 2004

A. “All assessment in Diploma Programme subjects should relate directly to the course of study and its objectives via a policy, as far as it is practicable, of discrete testing within each assessment environment (written papers/internal assessment and so on). A full range of assessment techniques should be used that reflect the international breadth of the IBO. The same assessment methodology should apply to related subjects but any substantial difference in the nature of higher level and standard level in a subject should be mirrored in their respective assessment models.” (Appendix B. p. 54)

B. “Diploma Programme assessment and grading procedures should ensure parity of treatment for all candidates irrespective of school, subject, response language or examination session. All grading and assessment judgments should be based on evidence and should not be subject to any form of bias.” (Appendix B. p. 54)

C. “All courses should normally have either three or four separate assessment components. Where appropriate, these components will include internal (school-based) assessment as well as external assessment. No individual assessment component should normally be worth less than 20% or more than 50% of the overall assessment, and internally assessed components should in total contribute no more than 50% of the overall assessment. The balance between internal and external assessment must be such as to ensure that all the objectives of the course are adequately and appropriately assessed.” (Appendix B, p. 54)

D. “The duration of written examinations must not exceed five hours in total at higher level and three hours at standard level. No single written examination paper should be longer than three hours. Wherever possible, examination paper durations should be less than the prescribed maximum, as long as the examinations still provide for valid and reliable assessment. This restriction on duration is particularly relevant in those subjects where internal assessment or other externally marked components form a significant part of the overall assessment model.” (Appendix B. p. 54)

E. “The marking of teachers and examiners will be moderated using a mark/re-mark model followed by a statistical comparison to generate a moderation equation. There will be no cross-component moderation. All such re-marking will be based on identical assessment criteria to the original marking and will be based on sample work sent to an examiner acting as moderator.” (Appendix B. p. 54)

F. “Internal assessment should primarily address those skills and areas of understanding that are less appropriately addressed through external

examination papers; it should not be treated as another means for candidates to demonstrate, in a different context, what they could also do in an examination. There should be no undue duplication of skills assessed in both internal assessment and external examination.” (Appendix B, p. 54)

G. “Internal assessment should not be used as a tool for monitoring syllabus coverage, but should be focused on assessing student learning of particular skills. Where necessary, breadth of syllabus coverage should be assessed within external examinations.” (Appendix B. p. 54)

H. “Internal assessment tasks should not duplicate the kind of work that is carried out for extended essays in the same subject.” (Appendix B. p. 54)

I. “Wherever possible, internal assessment tasks should become an integral part of normal classroom teaching (and/or homework) for that subject. They should not be “add-on” activities. The work carried out for internal assessment is meant to be part of each student’s learning experience.” (Appendix B. p. 54)

J. “For internal assessment marks to make a reliable contribution to a candidate’s subject grade, the work that contributes at least half of the total internal assessment mark must be susceptible to moderation. This is a minimum, it being preferable wherever possible for all of the work that gives rise to the internal assessment mark to be available for moderation.” (Appendix B. p. 54)

K. “Where different internally assessed tasks are carried out over a prolonged period within a Diploma Programme course (to make up a portfolio of work, for example) allowance must be made for student improvement over this period. Thus the final internal assessment mark should reflect a student’s best level of performance during the course and not be merely an average of performance over the whole course.” (Appendix B. p. 55)

L. “Although the internal assessment may contribute from 20% to 50% towards any single subject result, the higher values in this range should only be used where there are particular grounds for giving a high weighting to internally assessed work.” (Appendix B. p. 55)

M. “Internally assessed work must be produced under conditions that are well documented and common to all schools for each course. In particular, the role of collaborative work, the degree of assistance that teachers can provide, the extent to which students can use external resources, and the permitted amount of redrafting of work, must be fully described.” (Appendix B. p. 55)

N. “The quantity of internally assessed work specified for a course must be no more than the minimum needed to satisfy its aims. Defined word limits should be given where possible for internally assessed tasks. The maximum word limit should be no more than is necessary to complete the task” (Appendix B. p. 55) (IBO, 2004).

VIII.CSA Philosophy of Assessment

Colegio San Agustin Makati's philosophy of assessment is intricately aligned with its vision and mission, reflecting the core values of the Augustinian educational tradition. The school is dedicated to developing "true and future-ready Augustinian servant leaders" through a comprehensive approach to student learning that emphasizes academic excellence, moral integrity, and active community engagement. This philosophy resonates with the principles of international mindedness and the IB learner profile, reinforcing the school's commitment to fostering globally aware and responsible citizens. The school believes in:

1. **Holistic Development:** The assessment philosophy prioritizes the comprehensive growth of students, integrating academic performance with moral and social virtues. This aligns with the school's mission to cultivate dynamic leadership and community life centered on God. By focusing on holistic development, students are encouraged to become caring individuals who contribute positively to society, reflecting the IB learner profile's emphasis on empathy and respect for others.
2. **Integration of Faith and Learning:** Assessments are designed to embody the integration of faith and life, promoting a learning environment where students can connect their academic pursuits with spiritual growth. This approach not only prepares students for academic success but also nurtures their identity as individuals who recognize their responsibilities within a global context.
3. **Community-Centric Evaluation:** In line with the Augustinian principle of "one mind and one heart intent upon God," students are encouraged to engage with their peers reflecting their commitment to service and the common good. This collaborative spirit fosters open-mindedness and enhances students' abilities to appreciate diverse perspectives.
4. **Diverse Assessment Methods:** The school employs a variety of assessment methods that provide ongoing feedback, summative assessments that evaluate cumulative knowledge, and other assessments that allow students to demonstrate their learning in practical contexts. This diversity ensures that all students can showcase their strengths while developing critical thinking skills.
5. **Feedback for Growth:** The assessment process focuses on providing constructive feedback aimed at fostering improvement rather than merely assigning grades. This aligns with the school's commitment to nurturing a supportive learning environment where mistakes are seen as opportunities for

growth. Such an environment encourages students to be reflective, allowing them to assess their strengths and weaknesses in pursuit of personal development.

6. Commitment to Excellence: Reflecting the school's motto "Virtue and Science," assessments uphold high standards of academic rigor while promoting ethical behavior and integrity among students. This dual focus prepares students not only for academic success but also for responsible citizenship, embodying the attributes of being balanced and resilient in facing challenges.

In summary, Colegio San Agustin Makati's philosophy of assessment is designed to cultivate well-rounded individuals who are not only academically proficient but also morally grounded and socially responsible. By aligning its assessment practices with the principles of international mindedness and the IB learner profile, the school fosters a community of learners who are prepared to contribute positively to a diverse and interconnected world.

IX.CSA IBDP Assessment Policy

The curricular program and assessment standards of the International Baccalaureate Organization (IBO) will be adhered to by Colegio San Agustin Makati.

The CSA IBDP Assessment Policy defines the school's compliant framework for the principles, practices, and procedures of its assessment of student learning.

The following are the assessment practices based on the *IBDP Assessment Principles and Practices–Quality Assessments in a Digital Age*:

1. Meaning of IB grades

IB grades provide a glimpse of candidate achievement. It also provides stakeholders such as universities valid data to inform their decisions for the candidate's acceptance to their programs.

IB grades are the outcomes of IB assessments. This grade basically represents the candidate's attainment of standards.

However, it should be emphasized that an IB education is more than grades. There is growth and development in the candidate that CSA Makati will ensure to measure meaningfully that may not be fully captured by the final attainment of the candidate in the assessment where the grade is based.

2. Varied assessments

To optimize teaching and learning, varied and ongoing assessments strategies are utilized. These assessments also support the preparation of the students for the formal assessments.

a. Formative assessment: A tool or process that teachers can use to improve student learning; it is about assessment for learning, rather than simply assessment of learning.

b. Summative assessment: Assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed, and include examinations or work completed during the course and then sent to an external examiner. Some formal summative assessments are internally assessed, requiring the teacher to mark the work to the accepted IB standard.

3. Internal and external assessments

Internal assessments are predetermined assessments marked by the class teacher based on a set of criteria and moderated externally by the IBO. On the other hand, external assessments are standardized written examinations overseen by the class teacher and marked by the IBO through an external examiner.

4. School-assessed Coursework

These refer to outputs of a process that evaluates students' knowledge, skills, and abilities within the school setting. It involves assessments conducted by teachers to gauge students' learning progress, understanding of academic concepts, and mastery of skills. They typically include a variety of assessment methods such as tests, projects, presentations, portfolios, and practical demonstrations. The purpose of school-assessed coursework is formative and to report the progress of learning.

5. Diploma results

a. A CSA IBDP student must take six DP subjects where three are standard level (SL) and three are higher level (HL) courses, or two SL and four HL subjects namely:

i.1 Language A

ii.1 Language B or Language ab initio

iii.2 subjects in Individuals and societies (one as replacement for the Arts)

iv.1 subject in Sciences

v.1 subject in Mathematics

b. Subjects are graded using the IB scale of 1-7, with 7 being the highest. In taking all the six classes, a student earns a potential combined score of 42.

c. The combined scores of each of the core subjects EE and TOK add 3 points towards the overall diploma score of 45. Creativity, Activity, Service (CAS) is not assessed but must be completed in order to pass the diploma.

		Theory of Knowledge				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	Failing Condition
	B	3	2	2	1	
	C	2	2	1	0	

	D	2	1	0	0	
	E	Failing Condition				

- d. 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.
- e. Additionally, the student must:
- i. earn a minimum of 12 points in their combined higher-level subjects
 - ii. have no mark falling below a 2
 - iii. have no more than two grade 2s awarded
 - iv. there are no more than three grade 3s or below awarded
 - v. gain a minimum of 9 points in the standard level courses (or at least 5 points for registrants in only two SL subjects).
- f. CSA IBDP students who do not meet the minimum required points will not earn the diploma. The students will instead be awarded the CSA High School diploma.

5. Bilingual Diploma

A bilingual diploma is granted to candidates who achieve a grade of 3 or higher in two languages chosen from the DP course studies in language and literature.

Additionally, students who earn a grade of 3 or higher in studies in language and literature, as well as a grade of 3 or higher in an individuals and societies or science subject taught in a different language, will also qualify for the bilingual diploma.

X.Course Assessments

Each subject within the IBDP has a specific structure that outlines the formal internal and external assessment tasks, along with their respective weights. The final grade for each subject is determined based on the following:

Subjects	Internal Assessment	External Assessment
Language A: Language and Literature	Standard Level: 30 Higher Level: 20 Individual oral	Standard Level: 35 Higher Level: 35 Paper 1: Guided textual analysis Standard Level: 35 Higher Level: 25 Paper 2: Comparative essay Higher Level: 20 Essay
Language Ab initio	Internal: 25	External: 75

	Standard Level: 25 Individual oral assessment (30 marks)	Standard Level: 25 Paper 1: Two written tasks (30 marks) Standard Level: 25 Paper 2: Listening (25 marks) Standard Level: 25 Paper 2: Reading (40 marks)
Language B	Internal: 25 Standard Level: 25 Individual oral assessment (30 marks)	External 75 Standard Level: 25 Paper 1: One writing tasks (30 marks) Standard Level: 25 Paper 2: Listening (25 marks) Standard Level: 25 Paper 2: Reading (40 marks)
Digital Society	Standard Level: 30 Higher Level: 20 Inquiry Project	Standard Level: 40 Higher Level: 35 Paper 1 Standard Level: 30 Higher Level: 20 Paper 2 Higher Level: 25 Paper 3
Global Politics	Standard Level: 30 Higher Level: 20 Engagement Project	Standard Level: 30 Higher Level: 20 Paper 1 Standard Level: 40 Higher Level: 30 Paper 2 Higher Level: 30 Paper 3
Biology	Internal 20 Scientific investigation	
Mathematics: Applications and Interpretations	Standard Level: 20 Higher Level: 20 Exploration	Standard Level: 40 Higher Level: 30 Paper 1 Standard Level: 40 Higher Level: 30

		Paper 2 Higher Level: 20 Paper 3
Theory of Knowledge	Internal: $\frac{1}{3}$ or 33 Theory of knowledge exhibition	External: $\frac{2}{3}$ or 67 Theory of knowledge essay

For the Extended Essay, the assessment criteria is also the framework for the essay. It is evaluated based on the effectiveness of the research question, methods employed, and adherence to structural conventions. Knowledge and understanding are assessed by the demonstration of subject matter expertise in the research. Analysis and the development of a coherent line of argument are key components, evaluating the student's ability to critically assess information. Discussion and evaluation of findings are crucial for demonstrating a deep understanding of the topic. Furthermore, reflection on the learning experience from the extended essay is essential, assessing its impact on the student's growth and development as a learner.

For Creativity, activity, service, the assessment is centered around a variety of experiences, including participation in different activities and the completion of at least one project. These experiences should encompass real, purposeful activities with significant outcomes, present personal challenges, involve thoughtful planning, progress review, and reporting, and require reflection on outcomes and personal growth. Students are encouraged to take part in self-initiated activities rather than prescribed ones. Examples include creativity projects like mastering a difficult music piece, activity projects such as overcoming personal fears like rock climbing, and service projects that benefit the community while offering valuable learning experiences. The CAS project can focus on a single strand of creativity, activity, or service, or combine two or all three strands.

XI. Passing Criteria

1. To obtain an IB Diploma, candidates are required to meet the passing criteria of the Diploma Programme (DP).
2. The DP framework consists of six subject groups and the DP core, which includes theory of knowledge, creativity, activity, service, and the extended essay.
3. To qualify for the diploma, a candidate must undertake and fulfill the assessment requirements for six subjects, along with the following core components: theory of knowledge (TOK), the extended essay (EE), and creativity, activity, service (CAS).
4. Candidates are mandated to select courses from each of the following subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, and mathematics. It is permissible for

students to opt for two courses within the studies in language and literature group, conducted in different languages, in lieu of a language acquisition course.

5. A select few interdisciplinary courses are recognized across subject groups; for instance, environmental systems and societies concurrently satisfy the individuals and societies group and the sciences group. These interdisciplinary courses offer students the flexibility to choose their six subjects.

XII.Report of Learning Progress

- 1. All DP learners receive feedback from their teachers based on assessment results. Parents are also involved in this process.
- 2. The feedback per subject focuses on the learner’s demonstration of mastery in relation to the assessment objectives.
- 3. The feedback will also anchor on anticipating how well the learner will perform in the formal IB assessments based on their current progress, understanding, and preparedness.
- 4. The grades will be reported using this format:

Academic Year:
Learner Reference Number:
Student Number:
Name:
Grade and Section:
Class Advisor:

Course Title	Teacher	First Semester	Second Semester	Final Grade
Language A: English Language and Literature HL				
Language Ab initio: Filipino SL				
Language B: English HL				
Digital Society HL				
Global Politics HL				
Biology HL				
Mathematics: Applications and Interpretations SL				
Theory of Knowledge				

XII. Process of Policy Review

The "Process of Policy Review" within this IBDP Assessment Policy involves forming a review committee comprising stakeholders to collect existing policies, feedback, and data, conducting an analysis, consulting with teachers and students, benchmarking against IB standards, revising policies, providing training, implementing changes, monitoring effectiveness, evaluating impact, and establishing a periodic review cycle. This systematic approach ensures that

assessment practices align with IB standards, promote fairness, rigor, and clarity, and support student success within the IB Diploma Programme.

XIII. References

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