



LA SALLE GREEN HILLS IB Diploma Programme Assessment Policy

I. 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 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. LSGH Vision and Mission

Vision:

LSGH 2025: The school of choice.

Building character, forming leaders.

Mission:

Inspired by the teachings of Jesus and the charisma of St. John Baptist de La Salle, La Salle Green Hills, a Catholic school, promotes the values of Faith, Service, and Communion.

We bring out the best in our students by nurturing their gifts, passion, and full potential through: innovative and relevant educational programs; highly competent and committed educators; and 21st century learning environment.

Working together as a community, we develop Lasallians who are exemplary leaders who care for the poor and the environment.

III. The IB Learner Profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- **Inquirers**
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Knowledgeable**
IB learners explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers**
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Balanced**
IB learners understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
- **Caring**
IB learners show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others
- **Communicators**
IB learners understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled**
IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded**
IB learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and



communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

- Risk-takers
IB learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

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.

IV. The IBDP Assessment

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 (Lifted from *Diploma Programme: From principles to practice*, published April 2015).

V. Principles of IB Assessment



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

IB assessments must:

1. be valid for the purposes for which they are intended. 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 a 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.

VI. The LSGH IB DP Assessment Policy

A. Policy Statement

The IB program at LSGH will follow the curriculum and assessment guidelines provided by the International Baccalaureate Organization (IBO). This includes both internal and external assessments, criterion-based grading, and a commitment to academic honesty and integrity.

This policy aims to provide practical and regulation-compliant directives for executing, documenting, and communicating assessments of student work within the IB Diploma Programme.

B. Assessment Terms

1. Formal IB assessment requirements: summative assessments that are for final diploma qualification. These are externally assessed and include examinations and work completed during the course and sent to an external examiner. (Diploma programme: From principles to practice, 2015)



1.1. External assessment: these are assessments that are completed by students, overseen by our teachers, and marked by external IB examiners. The main external assessment is a standardized written examination, administered and marked by the IB organization. Works such as the Extended Essay and Theory of Knowledge essay are also externally assessed.

1.2. Internal assessment: predetermined work completed during the course and marked by the teacher based on a set criterion and confirmed and moderated externally. These may be in the form of laboratory work for the sciences, performances, projects, reports, presentations, and mathematical investigations.

2. School-based assessments: all activities undertaken by the class with their teacher to provide feedback on interventions to improve teaching and learning. These are school-based formative and summative assessment tasks that are aligned with the course objectives.

The goals of these assessments are:

- 2.1. Develop or practice approaches to learning (ATL) skills to inquire into concepts and content, prepare students for the IB formal assessments
- 2.2. Report the performance and progress of learning in the course
- 2.3. Reflect readiness for diploma qualifications

3. Approaches to learning (ATL): a programmatic and collaborative framework for teaching students to “learn how to learn”. ATL skills are classified into thinking, communication, social, self-management, and research skills.

4. Diploma qualification: requirements for the awarding of the IB diploma at the end of the two-year programme

5. Projected scores and predicted grades: Students will be provided projections or predicted grades of IB assessment based on their performance in official and/or mock runs of IB formal assessment requirements. These are reflected in periodic report cards. A formal predicted grade, based on the official IB grade descriptors, is submitted to the IB for students registered for the full IB diploma in April of Grade 12.

C. The IB diploma – formal assessment and the award of the full IB diploma

1. Each student in the IB diploma programme of LSGH must take six DP courses given the following requirements:



- 1.1. One Language A course
- 1.2. Another language course (Language A, Language B or Language ab initio; not in the same language in Language A course)
- 1.3. One course in Individuals and societies
- 1.4. One course in sciences
- 1.5. One mathematics course
- 1.6. An additional subject in Sciences or Languages Subject instead of a subject in the arts
- 1.7. A student must take three standard level (SL) and three higher level (HL) courses, or two standard level (SL) and four higher level (HL) courses

2. The structure of formal IB assessment

- 2.1. Each subject is graded from 1-7, with 7 being the highest grade
- 2.2. The grades also indicate points (7 points for grade 7, 6 points for grade 6 and so on) to determine if the student qualifies for the diploma award
- 2.3. Theory of Knowledge (TOK) and the Extended Essay (EE) are graded with A-E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 to the total.

TOK/EE	A	B	C	D	E
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				

Diploma points matrix

- 2.4. Creativity, Activity, Service (CAS) is not assessed but must be completed in order to pass the diploma.
 - 2.5. The overall maximum points from subject grades, TOK, and the EE is therefore 45 [(6 subjects x 7) + 3].
3. Diploma qualifications



Students who register in the IB diploma programme are subject to the formal assessment requirements. Satisfactory completion of these requirements means the student earns the IB diploma:

3.1. The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma will not be awarded. He or she will be given the LSGH high school diploma

3.2. Other requirements for the awarding of the full IB diploma include:

- 3.2.1. CAS requirements have been met
- 3.2.2. There is no “N” awarded for TOK and/or the EE
- 3.2.3. There is no grade 1 awarded in a subject or level
- 3.2.4. There are no more than two grade 2 awarded (HL or SL)
- 3.2.5. There are no more than three grade 3 or below awarded (HL or SL)
- 3.2.6. The candidate has gained 12 points or more on HL subjects (for candidates who registered for four HL subjects, the three highest grades count)
- 3.2.7. The candidate has gained 9 points or more on SL subjects (or at the least 5 points for candidates who register for only two SL subjects)
- 3.2.8. The candidate has not received a penalty for academic misconduct from the final award

4. Bilingual diploma: A student is eligible to earn a bilingual IB diploma if they fulfill one or more of the following criteria

- 4.1. Completion of two languages selected from the studies in language and literature subject group (i.e., Language A) with the award of a grade 3 or higher in both languages
- 4.2. Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate’s nominated studies in language and literature language.
- 4.3. Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups

5. Students who do not meet the diploma qualifications will still be qualified for an LSGH High School diploma provided that requirements for the national curriculum are met

6. Results of formal IB assessment are released online to students in July first week after Grade 12 through restricted access provided before graduation.



D. The structure of the formal IB assessment in each course

1. Individual subjects

Each subject has its own structure that breaks down formal IB external and internal assessment tasks and corresponding weights. The final grade for each subject corresponds to the prescribed grade descriptors.

The table below shows the formal IB external and internal assessment for the Diploma Programme courses offered at La Salle Green Hills for the class of 2024.

Course	External assessment components	Internal assessment components
Language A: English, Filipino	<p><u>STANDARD LEVEL</u> - 70%</p> <p>Paper 1: Guided literary analysis Paper 2: Comparative essay</p> <p><u>HIGHER LEVEL</u> - 80%</p> <p>Paper 1: Guided literary analysis Paper 2: Comparative essay Higher level essay</p>	<p>Standard level Individual oral (30%)</p> <p>Higher level Individual oral (20%)</p>
Language ab initio	<p>75%</p> <p>Paper 1: Productive skills—writing (30 marks)</p> <p>Paper 2: Receptive skills—separate sections for listening and reading (65 marks)</p> <ul style="list-style-type: none"> ● Listening comprehension (25 marks) ● Reading comprehension (40 marks) 	<p>25%</p> <p>Individual oral assessment (30 marks)</p>
Business management	<p><u>STANDARD LEVEL</u> (70%)</p> <p>Paper 1: Case Study Paper 2: Structured and extended response</p> <p><u>HIGHER LEVEL</u> 80%</p> <p>Paper 1: Case Study analysis</p>	<p>Standard level research project (30%)</p> <p>Higher level business research project (20%)</p>



	<p>Paper 2: Structured and extended response</p> <p>Paper 3: HL extension topics</p>	
<p>Sciences: Biology, Chemistry</p>	<p>80%</p> <p><u>STANDARD LEVEL</u></p> <p>Paper 1 (Total: 55 marks)</p> <p>Paper 1a: Multiple choice</p> <p>Paper 1b: Data-based questions response</p> <p>Paper 2 (Total: 50 marks)</p> <p>Section A: Data-based and short answer</p> <p>Section B: Extended response questions</p> <p><u>HIGHER LEVEL</u></p> <p>Paper 1 (Total: 75 marks)</p> <p>Paper 1a: Multiple choice</p> <p>Paper 1b: Data-based questions response</p> <p>Paper 2 (Total: 80/90 marks)</p> <p>Section A: Data-based and short answer</p> <p>Section B: Extended response questions</p>	<p>20%</p> <p>Individual investigation (24 marks) for both SL and HL</p>
<p>Mathematics: Analysis and Application</p>	<p><u>STANDARD LEVEL</u> (80%)</p> <p>Paper 1</p> <p>Technology required.</p> <p>Compulsory short-response questions based on the syllabus.</p> <p>Paper 2</p> <p>Technology required.</p> <p>Compulsory short-response questions based on the syllabus.</p> <p><u>HIGHER LEVEL</u> (80%)</p> <p>Paper 1</p> <p>Technology required.</p> <p>Compulsory short-response questions based on the syllabus.</p>	<p>Standard level Mathematical exploration (20%)</p> <p>Higher level Mathematical exploration (20%)</p>



	<p>Paper 2 Technology required. Compulsory short-response questions based on the syllabus.</p> <p>Paper 3 HL Technology required. Two compulsory extended response problem-solving questions.</p>	
Mathematics: Analysis and Approaches	<p><u>STANDARD LEVEL</u> (80%)</p> <p>Paper 1 No technology allowed. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus.</p> <p>Paper 2 Technology required. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus</p> <p><u>HIGHER LEVEL</u> (80%)</p> <p>Paper 1 No technology allowed. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus.</p> <p>Paper 2 No technology allowed. Section A: Compulsory short-response questions based on the syllabus.</p>	<p>Standard level Mathematical exploration (20%)</p> <p>Higher level Mathematical exploration (20%)</p>



	<p>Section B: Compulsory extended-response questions based on the syllabus.</p> <p>Paper 3 HL Technology required. Two compulsory extended response problem-solving questions.</p>	
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2. IB formal assessment in Theory of Knowledge consists of an essay (67%) and TOK exhibition (33%)
3. IB formal assessment in Extended Essay consists of the research paper and three reflection sessions

E. Internal assessment and deadlines

1. IB assessment calendar

To help students manage their coursework and complete all requirements in a realistic and feasible manner, the DP faculty has collaboratively developed an IB assessment calendar, a timeline of requirements that is sensitive to the needs of all subjects and students. This calendar will be updated in June preceding the new Grade 11 class.

This calendar will be made available to students and parents by email, the IB portal, and direct communication from subject teachers to ensure that all important deadlines are known by all stakeholders. These deadlines are binding on students and the school has the right to refuse work should this be submitted after the due date.

2. Procedures for students who hand in late formal IB work (except for formal IB examinations) are as follows:
 - 2.1. Students should inform their subject teacher and submit an excuse form signed by their parents in advance if there are adverse circumstances for not meeting the deadline.
 - 2.2. If work is late, a teacher checks with the student first to find out the reason and why this was not communicated before the deadline.
 - 2.3. The teacher makes every effort to ensure that students meet their obligations, to the point of setting new deadlines or imposing certain restrictions such as attendance at after-



school study periods. New deadlines must be communicated to the DP coordinator once deemed necessary and final.

2.4. If the teacher's efforts are unsuccessful, the teacher is to inform the DP coordinator and homeroom teacher and write the parent formally about the student's non-compliance.

F. Student IB registration

1. All DP students at La Salle Green Hills are considered full Diploma candidates when they enter Grade 11.
2. At the beginning of Grade 12, students consult with the DP coordinator and counselor to decide one of three pathways in terms of IB registration:
 - 2.1. Full IB diploma: registration for all subjects and the Diploma core (TOK, EE, CAS)
 - 2.2. Individual course registration: registration in specific courses and/or core components
 - 2.3. No registration: no IB registration; all coursework assessed internally for school-based assessment
3. Students may wish to revise their registration until the end of the first semester of Grade 12.
4. Student registration is formalized upon payment of necessary formal IB assessment fees to LSGH.

G. School-based assessment

1. School-based assessment of student progress in the DP has three purposes:
 - 1.1. Reporting progress of learning
 - 1.2. Providing formative assessment to formal IB assessment
 - 1.3. Reflecting student readiness for both formal IB assessment and prospective university courses of study
2. School-based assessment of student progress in the DP is criterion-related and provides a report of student progress based on school-developed criteria based on the DP assessment objectives and the task-specific criteria for each course. The highest level of each criterion is 7 for each subject, and a best-fit judgment of student performance is made by the teacher based on school-based summative tasks performed within the semester.
3. Mid Year and year-end assessments are employed as further summative tasks for judgment, based on the structure of IB formal examinations in each subject.



4. Formal IB tasks (e.g., internal assessment tasks) will be marked using both the school-based assessment criteria for progress reporting purposes, and the formal IB assessment criteria for IB marking.
5. School-based assessment employs students' self-assessment and peer assessment to familiarize students with both school-based assessment criteria and formal IB assessment criteria.
6. School-based assessment of student progress is recorded on LSGH's LMS. Access to these records is provided to students and parents.
7. School-based assessment of student progress in the DP helps students develop and practice ATL skills necessary to succeed in the course, and employs a variety of authentic, inquiry-based, and ATL skills-based tasks to assess student learning and prepare them for formal IB assessment tasks.

H. Standardization of assessment

All student work in the DP is subject to internal moderation. This comes in three forms: teachers' standardization of assessment, self-assessment, and peer assessment.

1. Teachers' standardization of assessment ensures that teachers of the same course or subject group have a common and standard understanding of the tools used for assessment, i.e. IB mark schemes, IB assessment criteria, DP school-based assessment criteria. This ensures consistent standards for student assessment and informs programme development and course design. Teachers' standardization of assessment occurs for selected summative assessment tasks, every DP internal assessment task, the DP TOK requirements, and the DP Extended essay.
2. Self-assessment is required of students when submitting work for summative assessment. Students are expected to apply tools used for assessment to ascertain their achievement level and to ensure that they share a common and standard understanding of the assessment tools with their teachers. This practice also allows students to produce and submit their best work.
3. Peer assessment is done selectively in both formative and summative tasks to allow students to apply common tools used for assessment and ensure a common understanding and interpretation of these tools.

I. Reporting student progress

1. All DP teachers are expected to provide timely and informative feedback on all student work.



2. Progress reports are provided at the end of each trimester, followed by a student-led and/or parent-teacher conference.
3. Progress reports comprise a report for each course and DP core component and provide feedback on student progress in the assessment objectives (via the school-developed assessment criteria) and a projection of student performance in formal IB assessment.
4. The following is a sample of a progress report for a DP course at the end of one semester:

Name: DELA CRUZ, Juan

Language and Literature: Filipino A Literature SL

In-class performance

Understanding and interpreting	-	
Analyzing and evaluating	-	
Focusing and organizing	-	
Using language	-	

Formal IB assessment projection

Paper 1: Guided literary analysis	35%	
Paper 2: Comparative essay	35%	
Individual oral	30%	
Total	100%	
Projected result	7	

J. Data analysis

Teachers are expected to use internal school-based assessment data, the annual IB subject reports, and unit reflections to inform teaching and learning in the DP.

VII. Process of Policy Review

This policy is reviewed and updated at the end of every academic year by the Admissions Policy Committee. The school leadership and pedagogical team are informed and are asked for comments or suggestions before the finalization of the updated Admissions policy.

VIII. References:

- International Baccalaureate Organization (2019). DP General Regulations. International Baccalaureate Organization
- International Baccalaureate Organization (2017). DP Grade Descriptors. International Baccalaureate Organization



- International Baccalaureate Organization (2015). DP: From principles into practice. International Baccalaureate Organization
- International Baccalaureate Organization (2018). Diploma Programme Assessment Procedures. International Baccalaureate Organization
- Chiang Kai Shek College (2019). Assessment Policy

IX. Appendix

Additional reference that supports the Assessment Policy

(Lifted from the Diploma Programme Assessment: Principles and Practice, International Baccalaureate Organization 2004)

1. “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.”
2. “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.”
3. “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.”
4. “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.”



5. “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.”
6. “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.”
7. “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.”
8. “Internal assessment tasks should not duplicate the kind of work that is carried out for extended essays in the same subject.”
9. “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.”
10. “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.”
11. “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.”
12. “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.”
13. “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.”



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14. “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” (IBO, 2004).