

**FAITH COLLEGES
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
ASSESSMENT POLICY**

I. THE IB MISSION STATEMENT

The International Baccalaureate Organization 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 IBO 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.

II. THE FAITH COLLEGES VISION AND MISSION

Vision

Transforming ourselves,
Transforming our world:

We are an academic community with a strong passion for excellence in education.

The FAITH Colleges community is engaged in forming young minds and hearts towards lifelong learning guided by the core values of Competence, Commitment and Compassion.

Mission

The FAITH Colleges commits to build character and competence one student at a time by linking faith and life through the integration of technology and humanities.

III. IB LEARNER PROFILE

All IB programmes aim 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.”

Through the mapping process to align FAITH Colleges’ philosophy of education with the International Baccalaureate (IB) Learner Profile, we identified attributes that correspond to our school’s three core values: Competence, Commitment, and Compassion. For Competence, learners should be inquirers, thinkers, knowledgeable, communicators, balanced, and reflective. Commitment requires a balanced, caring, principled, and risk-taking attitude. Lastly, Compassion fosters open-mindedness among learners.

This alignment supports our mission to nurture well-rounded individuals who embody both our school’s values and the IB’s vision of developing active and internationally-minded lifelong learners.

INQUIRERS (Competence and Commitment) - They demonstrate the ability to learn and perform a task independently and collaboratively; hone skills for inquiry and research; persevere in learning and follow through on one’s goals and responsibilities.

THINKERS (Competence) - They exercise critical and creative thinking skills in evaluating information and solving complex problems; make reasoned, ethical decisions with initiative.

KNOWLEDGEABLE (Competence) - They explore and engage in interdisciplinary knowledge to understand local and global issues; and produce work with accuracy and valuable insights.

COMMUNICATORS (Competence, Commitment, and Compassion) They effectively communicate ideas using appropriate genres and strategies for different audiences, while collaborating with and leading others.

BALANCED (Competence and Compassion) - They exhibit perseverance and self-discipline at work, in their personal lives, and in extracurricular activities; strive to positively influence their community.

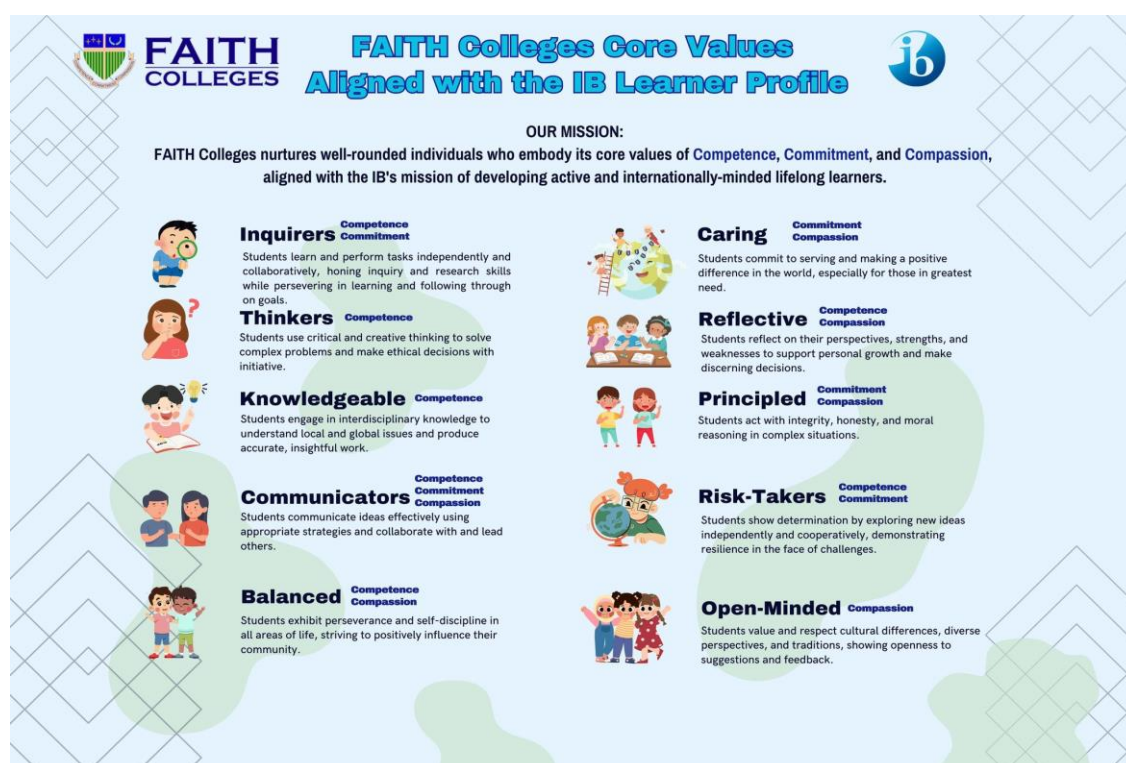
CARING (Commitment and Compassion) - They commit themselves to serving and making a positive difference in the world, especially in service to those in greatest need.

REFLECTIVE (Competence and Compassion) – They carefully reflect on their perspectives, strengths, and weaknesses to support personal growth and discern before acting, demonstrating awareness of their needs and emotions.

PRINCIPILED (Compassion and Commitment) - They demonstrate perseverance in acting with integrity, honesty, and moral reasoning in complex situations.

RISK-TAKERS (Competence and Commitment) - They exhibit determination, working independently and cooperatively to explore new ideas and strategies; show resourcefulness and resiliency in the face of challenges and change.

OPEN-MINDED (Compassion) - They value, respect, and evaluate cultural differences, diverse perspectives, and traditions; show openness to suggestions and appreciation of feedback.



FAITH COLLEGES **FAITH Colleges Core Values** **Aligned with the IB Learner Profile**

OUR MISSION:
FAITH Colleges nurtures well-rounded individuals who embody its core values of Competence, Commitment, and Compassion, aligned with the IB's mission of developing active and internationally-minded lifelong learners.

Core Value	Associated IB Competence(s)	Description
Inquirers	Competence, Commitment	Students learn and perform tasks independently and collaboratively, honing inquiry and research skills while persevering in learning and following through on goals.
Thinkers	Competence	Students use critical and creative thinking to solve complex problems and make ethical decisions with initiative.
Knowledgeable	Competence	Students engage in interdisciplinary knowledge to understand local and global issues and produce accurate, insightful work.
Communicators	Competence, Commitment, Compassion	Students communicate ideas effectively using appropriate strategies and collaborate with and lead others.
Balanced	Competence, Compassion	Students exhibit perseverance and self-discipline in all areas of life, striving to positively influence their community.
Caring	Commitment, Compassion	Students commit to serving and making a positive difference in the world, especially for those in greatest need.
Reflective	Competence, Compassion	Students reflect on their perspectives, strengths, and weaknesses to support personal growth and make discerning decisions.
Principled	Commitment, Compassion	Students act with integrity, honesty, and moral reasoning in complex situations.
Risk-Takers	Competence, Commitment	Students show determination by exploring new ideas independently and cooperatively, demonstrating resilience in the face of challenges.
Open-Minded	Compassion	Students value and respect cultural differences, diverse perspectives, and traditions, showing openness to suggestions and feedback.

IV. PHILOSOPHY OF ASSESSMENT

FAITH Colleges adheres to the essential requirements set by the national government's Department of Education on assessing learning which states that "assessment is a joint process that involves the teachers and learners. The teachers provide appropriate assessment when they aim to holistically measure learners' current and developing abilities while enabling them to take responsibility in the process". The school also believes in learner-centered assessment, which provides important data to monitor students' performance and progress and offers timely and useful feedback to both students and teachers to enhance learning and teaching.

IB defines assessment as the term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios, and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher (Diploma Programme Assessment Principles and Practice, 2015). Assessment should be varied and administered in multiple ways to ensure the reliability and usefulness of the data, which will help students adapt their learning process based on their individual abilities.

Generally, there are two types of assessment based on its purpose namely, formative and summative. The formative assessment is aimed at identifying the learning needs of students and forming part of the learning process itself. It provides detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop students' capabilities. On the other hand, summative assessment is used to determine the level of student achievement at the end of the course of study. Summative assessment serves different purposes, including providing information about student achievement, certifying and selecting students, evaluating teachers and schools, and driving curriculum reform.

Although formative and summative assessments have different goals, Biggs (1998) emphasized that they should not be viewed as mutually exclusive. Instead, these two approaches should interact and support each other.

V. RESPONSIBILITIES OF STAKEHOLDERS

With the school's experience in assessing students' learning, involving the different stakeholders in the assessment process is necessary. These include the learners, teachers, parents, and the administrators. Below are some of the stakeholders' responsibilities:

A. Responsibilities of School Administration

The administration is expected to provide the assessment system in the school that will:

1. Provide approved grading system that reflects IB principles of assessment that is criterion-based, valid, appropriate, meaningful, and helpful measurement of student performance;
2. Support the teachers in assessing teaching and learning by providing ample time to prepare learning plans, collaborative performance tasks, and opportunities for professional development in assessment preparation;
3. Provide relevant student data to students and teachers as a basis for improving the learning process through necessary adjustments or interventions;
4. Ensure that the necessary resources, including technology and materials, are available to support effective teaching, learning, and assessment practices;
5. Foster a culture of continuous improvement by encouraging innovation in assessment strategies and supporting research-based practices;
6. Facilitate regular communication and collaboration among teachers, students, and parents to promote a cohesive educational environment;
7. Monitor and evaluate the effectiveness of the assessment system and make adjustments as needed to align with IB standards and best practices; and

8. Advocate for the needs and interests of the school community in broader educational forums and policy discussions to ensure that the school's assessment practices align with evolving educational standards and expectations.

• **B. Responsibilities of Teachers - All IBDP teachers are expected to:**

1. Design appropriate and valid assessment tools to efficiently monitor authentic student development in the five skills groupings of the approaches to learning (ATL) framework: thinking, social, communication, self-management, and research. Moreover, teachers should develop assessments that are inquiry-based, focused on conceptual understanding, local and global context, focused on effective teamwork and collaboration, and differentiated to meet the needs of all learners.
2. Utilize multiple valid, creative and meaningful assessments to measure the development of the learners based on the IB learner profile: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.
3. Encourage metacognition and develop a reflective attitude among learners by assisting them in assessing and monitoring learning
4. Provide prompt and constructive feedback to students (and their parents) on student outputs and performance
5. Strive for continuous self-improvement in developing valid assessment strategies and instruments to provide authentic and reliable measures of student performance in the five skills groupings embedded in the ATL framework.
6. Create a supportive and inclusive classroom environment that fosters a culture of respect, collaboration, and open-mindedness.
7. Stay informed about the latest educational research and best practices in assessment and pedagogy to enhance their teaching methods.
8. Collaborate with colleagues to share resources, strategies, and insights for improving student learning and assessment.
9. Act as mentors and advisors to students, guiding them in setting and achieving their academic and personal goals.
10. Communicate regularly with parents and guardians to keep them informed about their child's progress and to involve them in the educational process.

C. Responsibilities of Students - All IBDP students are expected to:

1. Establish learning goals and develop a deep understanding of the evidence they need to provide to demonstrate the achievement of these goals by the end of the Diploma Programme (DP).
2. Ensure that all assessments are original work.
3. Continuously monitor their performance and identify gaps in the learning goals.
4. Reflect on the outcomes of formative and summative assessments.
5. Provide evidence of responding to feedback positively when making adjustments and corrections to their curricular requirements
6. Actively participate in class discussions, group work, and other collaborative learning activities.
7. Manage time effectively to balance academic responsibilities with extracurricular activities and personal well-being.
8. Seek help and guidance from teachers, counselors, and peers when encountering difficulties or challenges in learning.

9. Engage in independent research and inquiry to deepen understanding of subjects and topics of interest.
10. Uphold academic integrity by adhering to the IB ethical guidelines and avoiding any form of academic misconduct.

D. Parents/ Legal guardians uphold Academic Integrity by:

1. Understanding the IB policies, procedures, and subject guidelines in completion of coursework and examination papers by their children.
2. Supporting their children's understanding of IB policies, procedures, and subject guidelines by discussing and being role models for academic integrity.
3. Submitting the written acknowledgment that they support the policy.
4. Understanding school internal policies and procedures that safeguard the authenticity of their children's work.
5. Supporting their children in planning a manageable workload so they can allocate time effectively.
6. Engaging in best behavior that provides students with a positive example for adhering to the policy.
7. Supporting the teachers and administration in upholding the policy.
8. Refraining from giving or obtaining undue or unauthorized assistance for the completion of their children's work.
9. Reporting any potential cases of student misconduct or school maladministration to the school's authority.

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

Each IBDP student at FAITH Colleges must take six DP courses with the following requirements:

1. One Language A: language and literature (SL and HL)
2. One Language Acquisition: Language ab initio, Japanese (SL)
3. One Course in Individuals and Societies: Global Politics (HL and SL) Philosophy (SL)
4. One Course in Sciences: Biology, Chemistry, Physics (SL and HL)
5. One Course in Mathematics: Analysis and Approaches (AA), and Applications and Interpretations (AI) (SL and HL)
6. One Course in Arts: Visual arts (SL) or One Course in Individual and Societies:

A student must take three standard level (SL) and three higher level (HL) courses,

F. Structure of formal IB assessment

1. Each subject is graded 1-7, with 7 being the highest grade.
2. These grades are also used as points (i.e., 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
3. Theory of Knowledge (TOK) and the Extended Essay (EE) are grades 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 points 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				

Table 1: Core Subjects Point Matrix

- Creativity, Activity, Service (CAS) is not assessed but must be completed to pass the DP.
- The maximum points from subject grades including TOK and EE is 45 [(6 subjects x 7) + 3].

G. Diploma qualifications

Students who register for the full IB diploma are subject to the programme's formal assessment requirements. IB diploma will be awarded upon completion of the following requirements and conditions:

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A graded or higher has been awarded in all subjects, TOK and EE.
- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

H. Assessment in each Course/Subject

As an IB world school, FAITH Colleges will use an assessment system adapted from IBDP and school-based assessment programs. The two schemes of assessment that FAITH Colleges will use are:

1. IB Diploma Programme Assessment

The IB Diploma Programme utilizes criterion-referenced assessment. For both internal and external assessments, the student is assessed against the IB standards. The IBDP Assessment Policy serves as the basis for assessing the DP student's performance.

- Internal Assessments (IA) are authentic summative assessments that are marked by the teachers using a specific rubric. Internal assessment usually represents 20 to 30% of the final grade. A mock exam may also be administered towards the end of the final year to prepare the students for their External Exams.

- b. External Assessments (EA) are designed by the IBO. The external exam is administered by the designated examiner by IBO. External exams comprise 75 to 80% of the student's final grade. In FAITH Colleges, IBDP students take the external assessments in May at the end of the two-year IBDP. As per IB policies, a student may retake the exams twice within two years.

The External Assessment is composed of two to three papers which are developed typically a year to 18 months. Each paper is given 5 hours for the students to take. A written response is required in all subject groups to ensure that the students can interpret, analyze, evaluate, synthesize, and communicate ideas clearly and logically.

- c. Other Provisions - In addition to the above requirements, the student is expected to comply with the following IBDP requirements:

Extended Essay (EE)

Four thousand (4,000) word paper in one of the main six (6) subjects.

Creativity, Action, and Service (CAS)

Submission of a reflection paper.

Theory of Knowledge (TOK)

Reflection and presentation of their project work. It is a 950-word exhibition which is internally marked and externally moderated and 1600-word essay that is externally marked.

Presented in Table 2 are the subjects and the types of assessments with their corresponding weight on the final grade.

Table 2. Types of Assessment

Coursework / Subject	Types of Assessment							
	External Assessment					Internal Assessment		
	Weighting of final grade (%)							
	SL		HL			Description	SL	HL
Paper 1/ Comparative Study	Paper 2/ Process Portfolio	Paper 1	Paper 2	Paper 3 / HL Paper				
Language and Literature	35	35	35	25	20	Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.	30	20
Individual and Societies (Global Politics)	30	45	20	30	30	A written report (2,000 words maximum) on a political issue explored through	25	20

						engagement and research.		
Philosophy	50	25				Philosophical Analysis of a non-philosophical stimulus. Candidates are required to write a philosophical analysis of a non-philosophical stimulus. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course	25	
Sciences	36	44	36	44	NA	The scientific investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	20	20
Maths	40	40	30	30	20	The exploration is an integral part of the course and its assessment and is compulsory for both SL and HL students. It enables students to demonstrate	20	20

						the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.		
Arts (Visual Arts)	20	40				Exhibition A curatorial rationale that does not exceed 400 words, 4–7 artworks and Exhibition text (stating the title, medium, size, and intention) for each artwork.	40	

2. School-based Assessment

Aside from the IB-moderated internal assessments, other school-based assessment tools will be utilized. Among the classroom teacher-designed assessment tools are oral exercises in language subjects, individual and collaborative projects, student portfolios, class presentations, practical laboratory works, mathematical investigations, and artistic performances.

Some of the school's conventional assessment tools include recitation, homework, seatwork, and formative and summative tests. These tools are specially utilized to monitor student progress and to determine whether learners have conceptually grasped the content component of each subject. These assessment documents shall be compiled in an individual portfolio which will serve as evidence of the students' performance and learning.

3. Grade Descriptors

Grade descriptors consist of characteristics of performance at each grade. The descriptors apply to groups of subjects, but substantial similarity exists across sets of group grade descriptors. The grade descriptors are also intended to help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessments, report progress, and predict candidates' grades.

Sample Grade Descriptors

Group 5 (Mathematics) grade descriptors *Based on Grade Descriptors (For use for December 2017)*

Grade 7

Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem-solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator’s functionality when required.

Grade 6

Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem-solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics clearly and effectively using correct techniques, notation, and terminology; demonstrates some ability to integrate knowledge, understanding, and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator’s functionality when required.

Grade 5

Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem-solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator’s functionality when required (this use may occasionally be inefficient).

Grade 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem-solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator’s functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem-solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use a calculator correctly when required questions exclusively requiring the use of the GDC is generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation, or terminology; is unable to use technology effectively.

The complete grade descriptors can be found in the IBDP Grade Descriptors Guide (<https://ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>)

4. Procedures for recording and reporting assessment

- a. Timely, honest, and authentic feedback based on the available formative assessment data should be provided by each DP teachers to all DP students.
- b. At the end of each quarter, progress reports are provided to the students and their parents or legal guardians.
- c. Progress reports is composed of a report for each course or subject groups and DP core subjects. It provides feedback on student progress based on the assessment objectives.
- d. Additionally, a projection of student performance in formal IB assessment will be provided.
- e. Below is a sample of a progress report for a DP course:

Language and Literature: English SL/HL

Formative Assessment

Criteria	Highest Possible Grade	Student's Grade
Understanding and interpreting	8	
Analyzing and evaluating	8	
Focusing and organizing	8	
Using language	8	

Summative Assessment

Criteria	Percentage	Student's Grade
Paper 1: Guided literary analysis	35	
Paper 2: Comparative essay	35	
Individual oral	30	
	Total 100%	
	Projected result	7 (Highest)

5. Parent meetings

Five significant assemblies or meetings are required for parents to attend at FAITH Colleges: (1) Year-opener Orientation; (2) Parents Reflection or the Growing in Faith Talks (GiFT) for FAITH Families; (3) Family Day during the school's Foundation Day celebration; (4) Year-end Parent Assembly; and (5) Quarterly Parent-Teacher Dialogue (PTD).

The parent or legal guardian and the student need to attend the quarterly PTD to report the development of the student. During the discussion, the student's progress in each of the learning areas is presented and discussed. There is also a presentation of progress in ongoing projects or subject requirements. Challenges and need interventions are part of the discussion.

6. Process of moderation

Moderation is a checking procedure whereby an external examiner reviews a sample of teacher-assessed coursework and establishes whether the teacher-awarded marks are correct. Too harsh or too lenient. In cases where teacher-awarded marks are either too harsh or too lenient, a moderation factor is determined and applied to all the school's marks for the particular component so the candidates, schools, and higher education institutions, can be confident of consistent (global) standard for IA between Schools.

The purpose of moderation is to ensure that all IA marks are of an equivalent standard. This means a candidate would get the same mark for the quality of their work, whoever marks it. Within a school, all teachers of a subject must standardize their marking, so they are consistent with each other.

The ideal outcome of moderation is that the IB-identified schools are in line with the global standards and no adjustment is required.

Below is the sample size required for the submission of student work for moderation.

Number of candidates	Sample size
5 or less	All candidates
6 – 20	5 candidates
21 – 40	8 candidates
41 or more	10 candidates

7. Predicted grades

A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the subject. The predicted grades should be based on all the evidence of the candidate's work, and the teacher's knowledge of IB standards. Predicted grades are required in all subjects, including TOK and EE.

Additionally, predicted grades are used for grades award meetings when considering a subject's grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades and predicted grades. If there are significant discrepancies, further reviews may be conducted. Predicted grades are not used in calculations for candidates affected by adverse circumstances, including candidates with incomplete assessments for one or more components.

Teachers predicting grades should use the following scale:

- a. Grades are awarded to candidates in each subject on a scale of 1 to 7, with 7 being the highest grade.
- b. For TOK and EE, the grades are on a scale of A to E, with A being the highest grade.

VI. Policy Review Process

The policy document will be reviewed in time for the second intake of IBDP learners. By then, the experiences and insights gained from policy implementation involving the first batch of IBDP learners shall appropriately guide the review process. A regular cycle of review shall be determined thereafter.

The policy was developed by a committee composed of members listed below. The Assessment Policy committee along with the Pedagogical leadership team contributed largely to policy formulation. Representatives of various offices in the school were invited for a presentation on this policy.

Head of School – Mr. Emmanuel S. Sator
School Consultant – Dr. Maria Rosario B. Cesario
IB Coordinator – Mr. Arnold I. Catapang
IBDP Assistant Coordinator – Ms. Cyrel R. Royales
FCS Assistant Principal - Ms. Eraline C. Carandang
Fidelis Senior High Assistant Principal - Mr. Arnaldo D. Mendoza

Subject Area Coordinator:

Science - Ms. Evelyn V. Gonzaga
Mathematics - Ms. Mabel D. Hortaleza and Ms. Anabele B. Bonquin
English - Ms. Andrea C. Flores
Research - Ma. Angela Leanne M. Abairo

Subject Teachers:

Physics - Engr. Christopher B. Escarez
Chemistry - Engr. Baby Marie Beneth P. Bajamunde
Mathematics - Ms. Denise O. Briones
Philosophy - Mr. Joshua Albert A. Magtibay
Arts - Ms. Juliet D. Magpantay
Global Politics - Mr. Arnaldo D. Mendoza

Version History

Version	Persons Involved	Date of Review
1	Mr. Emmanuel S. Sator, Dr. Maria Rosario B. Cesario, and Mr. Arnold I. Catapang	January 24, 2024
2	Mr. Emmanuel S. Sator, Dr. Maria Rosario B. Cesario, and Mr. Arnold I. Catapang	February 8, 2024
3	Assessment Policy Committee and Pedagogical Leadership Team	April 4, 2024
4	Assessment Policy Committee and Pedagogical Leadership Team	May 16, 2024
5	Assessment Policy Committee and Pedagogical Leadership Team	May 22, 2024
6	Assessment Policy Committee and Pedagogical Leadership Team	May 26, 2024
7	Assessment Policy Committee and Pedagogical Leadership Team	June 3, 2024
8	Assessment Policy Committee and Pedagogical Leadership Team	June 14, 2024

References:

Diploma Program Assessment Procedures 2024
Assessment Principles and Practices 2018
IBDP Grade Descriptors Guide 2017