



BANNISTER
ACADEMY

Assessment Policy

November 2021

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ABOUT BANNISTER ACADEMY

Bannister Academy is a private non-sectarian, secular and co-educational institution in Quezon City, Philippines that is open to learners from pre-school to senior high school.

It was founded in 2009 to offer holistic, integral formation through a basic education program that molds students to become individuals of competent intellect and upstanding moral character.

Education at Bannister Academy is founded on the principle that every learner has the capacity to overcome his or her limits with the combination of rigorous academic exercise and a well- rounded formation program.

Vision Statement

Bannister Academy aims to produce highly competent, morally upright, and socially responsible graduates who will be Renaissance Men and Women in, and for, the modern world.

Mission Statement

Bannister Academy provides its students quality education that is holistic, personal, character-centered, and community-oriented — preparing them for local and global society with strong skills of critical thinking, communication, and research.

The institution engages young learners who demonstrate a disposition to learn, and who endeavor to grow both in academics and in character.

Our approach to learning is guided by the three pillars of our educational philosophy:
First, that learning has three stakeholders: the child, the parent, and the teacher.

Second, that learning must develop a well-trained mind through the Trivium of classical education, namely grammar, logic, and rhetoric.

Third, that learning is a pursuit that is at once more rigorous and more accessible in a Paideia classroom, where a student acquires knowledge, develops intellect, and deepens the understanding of ideas and values

Beliefs

1. Every child is capable of reaching his or her full human potential.
2. Any child who demonstrates a disposition to learn has the aptitude to realize the promise of his or her individual gifts. Bannister Academy's learning environment promotes diversity in ideas, beliefs and perspectives.
3. Every teacher is a character educator.
4. A teacher in Bannister Academy believes that he or she has the moral responsibility to educate character — helping students achieve not only excellence in academics, but also excellence in personality and disposition.
5. Education is a personal responsibility of both home and school.
6. Learning is never limited to the school environment, and thus, parents share the role of Bannister Academy and its teachers in providing the learner a holistic education.
7. The school is the focal point of the community; its end should constantly be the good of the society where it belongs.
8. Bannister Academy is only the child's first foray into society, and from there they gain an understanding and an appreciation of the good that they are capable of contributing to the world at large.
9. Classical education is a foundation of integral development.

10. A well-trained mind is the distinctive outcome of a child's classical education at Bannister Academy, which is the cornerstone of his or her life-long journey to self-actualization.

Transcendere

The hallmark of the Bannister Education is training both mind and character of every learner to constantly and consciously discover and attain his or her human potential, and find joy in the process.

Transcendere [trānscondēre/]

Latin — to climb; to surmount; to overcome

Bannister Academy believes that its learners are capable of taking a step beyond their limits — climbing, surmounting, and overcoming their backgrounds, circumstances, and perceived thresholds to constantly become the best versions of themselves.

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 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.

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.

The following are what each IB learner strives 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 analyse 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 are willing to grow from the 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.

ASSESSMENT PHILOSOPHY

At Bannister Academy, the purpose of Assessment is to provide a clearer understanding of how much students learn throughout their education. In line with the school motto, *Transcendere*, Assessment challenges students to grow into the best version of themselves to become good and productive citizens of their communities, country, and the world. This assessment policy aims to bridge the philosophies employed at Bannister Academy.

Being a school that employs Paideia education, students learn through didactic instruction, academic coaching, and the Paideia seminar. Assessment allows students to freely express their thoughts and ideas in these learning environments, identify their strengths, and determine areas for improvement.

Consistent with the mission of the International Baccalaureate (IB) to develop *“inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect”*, Assessment at Bannister Academy aspires to produce highly competent, morally upright, and socially responsible Renaissance Men and Women in, and for, the modern world.

In line with the mandate of the Philippines’ Department of Education (DepEd), Bannister Academy subscribes to varied, holistic, and authentic Assessment. The school ensures that assessment and feedback are shared responsibilities among students, parents, and teachers.

DEFINITION OF TERMS

Assessment is the process of collecting information from various sources to measure student attainment of curriculum outcomes, provide feedback, guide future instruction, and promote student learning.

Evaluation is the process of judging the quality of student work against explicitly identified criteria and assigning a value (a mark, or grade) to represent the level of achievement attained.

PRINCIPLES OF ASSESSMENT

- Teachers are actively engaged in assessing students;
- Teachers may choose from a wide variety of assessment tools, techniques, and strategies;
- Students are regularly assessed throughout the academic year;
- Assessment and evaluation practices and tools are free of any biases and prejudice against any student;
- Assessment helps students exhibit both conceptual understanding and critical thinking;
- Assessments allow students to reflect on their own learning and set goals for improvement;
- Assessments are criterion-referenced as students are assessed against published learning outcomes;
- Rubrics are given and explained to students before the assessment;
- Teachers use assessment to guide instruction and to provide feedback to improve future learning;

ASSESSMENT PRACTICES

Types of Assessments

Assessments at Bannister Academy are classified into two main types: formative and summative.

Formative Assessments are ongoing assessments carried out by teachers both formally and informally during a unit of work. The results of formative assessments directly impact the teaching materials and strategies employed immediately following the assessment. Marking students' work is also an essential part of formative assessment, helping students note errors and know the next steps in their learning or targets. These can be further differentiated into class activities and quizzes.

- *Class Activities* are generally guided exercises and works facilitated within the period of instruction, either as a form of coaching or a method of determining a student's progress with regard to a particular skill or knowledge. Feedback is given on the spot or almost immediately.
- *Homeworks* are generally short practice exercises to be accomplished by the student after the period. The goal of the homework is to elicit independent learning and mastery of the lesson. Feedback is given within three (3) days after the due date or during the class period where the homework is to be discussed.
- *Quizzes* are generally unguided exercises and works facilitated within the period of instruction to assess whether the student has learned the skills and knowledge in a particular lesson. Feedback is given within three (3) days of the quiz.

Summative Assessments are done at the midpoint and at the end of a learning unit. These can either be in the form of a pen-and-paper test, a project, or a performance task. The results of the summative assessments are used to evaluate students' mastery of the entire instructional period. Moreover, the results of the summative assessments reflect the efficacy of the approaches employed to learning and

teaching. It helps the teachers adjust their pedagogical approaches to suit the learning style of the students.

As a rule, whenever more than 50% of the class population fails to achieve the passing mark, a retest may be given upon the coordinator’s advice.

Subjects

Bannister Academy follows the subject offerings prescribed in the national curriculum set by the DepEd for the K-12 Program. In general, subjects in the Grade School (Grades 1 to 6) and in the Junior High School (Grades 7 to 10) are categorized as *Academic* and *Non-Academic*. The two categories differ in the forms of assessments given in each term and in the assigned weights when computing for the term average – academic subjects are given a full weight while non-academic subjects share a full weight. Regardless, both academic and non-academic subjects are required subjects that all students must pass in order to proceed to the next Year Level. The table below summarizes the subject offerings for Grades 1 to 10.

	Grades 1–3	Grades 4–6	Grades 7–10	Weight
Academic	English	English	English	Full
	Filipino	Filipino	Filipino	Full
	Mathematics	Mathematics	Mathematics	Full
	Reading	Reading	Literature	Full
	Science	Science	Science	Full
	Social Studies	Social Studies	History	Full
		(Latin) ¹	Latin	Full
Non-Academic	Art	Art	Art	Full
	Physical Education	Physical Education	Physical Education	
	-	Information Technology ²	Information Technology	-

Notes:

1. Latin is an additional Bannister subject taken by the students on top of what is prescribed by the DepEd. Originally, it was offered beginning Grade 5 and until Grade 10. Since SY 2020-2021, the Latin offering for Grades 5–6 was suspended. The decision to suspend Latin is part of the Academic Easing initiative of the School to lessen the academic burden of the students during the pandemic.
2. Information Technology is an additional Bannister subject taken starting Grade 4 until Grade 12. The program is currently being delivered by an IT-company outsourced by the School. Starting SY 2021-2022, Information Technology will no longer be included in the computation of the Term Average.

For Senior High School (Grades 11–12), Bannister Academy currently follows the General Academic Strand (GAS) prescribed and approved by the DepEd. Bannister Academy offers the following subjects for the GAS program.

Grade 11	Grade 12
Earth and Life Sciences	21st Century Literature
English for Academic and Professional Purposes	<i>Filipino Sa Piling Larang</i>
General Mathematics	Organization and Management
Media and Information Literacy	Personal Development
<i>Komunikasyon at Pananaliksik</i>	Physical Sciences
Philosophy of the Human Person	Practical Research 2
Understanding Culture and Society	Precalculus
Contemporary Philippine Arts	Applied Economics
Disaster Risk and Reduction Management	Calculus
<i>Pagbasa at Pagsuri ng mga Teksto sa Filipino</i>	Entrepreneurship
Philippine Politics and Governance	Ethics
Practical Research 1	Inquiries, Investigation, and Immersion
Reading and Writing Skills in English	Integrated Sciences

Statistics and Probability	Oral Communication in English
Physical Education	Physical Education
Information Technology	Information Technology

Effective School Year 2022 – 2023 and once Bannister Academy has secured the Authorization for the International Baccalaureate Diploma Programme (IBDP or DP), the School will cease to offer these subjects in favor for the IBDP subject offerings. An exception exists for Filipino subjects (*see italicized course titles*). As stated in the *Language Policy* of the School, Filipinos nationals are required to learn the subject in compliance to the Filipino language requirements of the SHS. On the other hand, foreign students are not required to take these courses and may choose to take *Filipino as a Secondary Language* (FSL) instead. Below is the subject offerings of Bannister Academy of the Diploma Programme.

Subject Group	Subject Offering	Level
Core	Theory of Knowledge (TOK)	-
Core	Creativity, Activity, Service (CAS)	-
Core	Extended Essay (EE)	-
Group 1 – Studies in Language and Literature	English A: Literature	SL & HL
Group 2 – Language Acquisition	Classical Languages (Latin)	SL only
Group 3 – Individuals and Societies	Business Management	SL & HL
Group 3 – Individuals and Societies	Global Politics	SL & HL
Group 4 – Sciences	Chemistry	SL & HL
Group 4 – Science	Physics	SL & HL
Group 5 – Mathematics	Mathematics: Applications and Interpretations	SL & HL
Group 6 – the Arts	Visual Arts	SL & HL

For the procedures in selecting subjects in the DP, see the *Admission Policy* of the School.

Assessments Specific to the IB Diploma Programme

Integrated within these types of assessments are the formal assessments required by the IB. Aside from the formative and summative assessments taken by all Bannister students, students enrolled in the Diploma Programme (DP) are further evaluated through the Internal Assessment and the External Assessment.

Internal Assessments (IA) are subject-specific assessments designed to test the knowledge and skills acquired throughout the DP. These assessments are internally marked and are sent to the IB for external moderation. Most of these assessments are project-based and are marked using standardized rubrics. IAs may also be worked on throughout the two-year program, which may involve a series of revisions before the final submission.

External Assessments (EA) are examinations that are moderated and marked by IB examiners. These assessments are administered with strict adherence to protocols set forth by IB to ensure a fair and equitable assessment. EAs are also done as synchronously as possible and are designed to test students on their aptitude for the subject matter within a time constraint.

Planning

Before the academic year starts, teachers plot their term academic coverages. It contains the list of topics, concepts, or skills that the class is expected to learn, understand, and master for the whole year. Teachers administer an assessment during or after a lesson before proceeding to the next lesson. Teachers are encouraged to collaborate and may design assessments that target more than one subject area.

The scheduling of these assessments must be planned to balance students' workload. In practice, the assessment schedule must adhere to the following restrictions:

- Maximum of three (3) homework per day.

- Maximum of three (3) quizzes per day.
- Maximum of three (3) summative assessments per day during the examination week.
- For projects and performance tasks, ample time must be given to students to accomplish the task. Scaffolding activities and consultation periods must likewise be given to ensure students understand what is expected from them and monitor their progress.

Likewise, DP-specific assessments must be planned following the deadlines set forth by the IB. Teachers must ensure ample time in their class schedule to fulfill IAs, presentations, papers, projects, and mock examinations. A review period must also be plotted to prepare the students for the EAs.

Strategies

Teachers may choose from a wide variety of formal and informal assessment strategies to yield evidence of student learning. These may include but are not limited to written assignments, oral presentations, fieldworks, portfolios, laboratory works, objective tests and examinations, research papers, peer assessments, and reflection papers. Emphasis should be given to teacher-supported self-evaluation, systematic use of assessment descriptors, and peer evaluation. Formative assessments must be designed to target the specific learning outcomes of the lesson. Teachers should ensure that the quantity and quality of formative assessments are sufficient to prepare the students for their summative assessments.

Criterion-Referenced Assessments

Assessments in IB, much like all of the assessments in Bannister, are criterion-referenced. This means that evaluations of students' works and performance are gauged against a predefined criteria or a standard based on the learning outcomes expected in each course. Assessment practices, marking schemes, and subject-specific criteria are discussed at the beginning of the course and are likewise

included in the course plan or syllabus distributed during the orientation. Rubrics and exemplars are discussed ahead of (and during) each assessment to ensure that students understand the different levels of achievement set according to the criteria and the corresponding evidences of learning each level requires. Course projects, performances, IAs, and mock exams are discussed, especially during consultations, in referenced to their respective criteria and marking schemes to allow students to pinpoint the strengths and the areas of improvement in their work.

Securing Students' Works

Effective School Year 2020-2021, assessments and the corresponding students' works must only be posted and submitted on Managebac- Bannister Academy's official Learning Management System (LMS). Bannister students, parents, and teachers are provided with their own Managebac accounts to ensure the continuity of classes during unforeseen disruptions. In this platform, students are able to submit their work while parents are able to monitor their child's submission. Likewise, teachers are able to remotely provide feedback by commenting and annotating directly on students' works. To ensure proper documentation of students' works, the following protocols apply:

- Digital outputs must be uploaded in their respective file formats (ex. image - .jpg or .png, video - .mp4 or mkv,... etc).
- To preserve the formatting of word documents, they should be uploaded preferably in PDF format.
- For handwritten or hand drawn outputs, they should be digitally scanned and converted to their respective file formats before uploading. Students must secure the original work for submission.
- For performance-based assessments, a video recording of the performance must be uploaded.

Feedback

Teachers must give students feedback as immediate as possible regarding their achievement so they can reflect on their own progress. Teachers must provide students with rubrics that clearly state what is expected of them and its relevance to their subject. For projects and other performance-based assessments, teachers must provide or show students examples of the highest standard of achievement in the given task.

Teachers must give students accurate and prompt feedback about their performance. This can be done through formal chats, student journal notes, and the students' progress reports. Teachers must record assessment results in a secure online grading database that is accessible to the teachers and the administrative staff.

At the beginning of the school year, students and parents receive a copy of the term academic coverage (syllabus for Grades 11 and 12). Parents receive a report of student progress through the score tracker in the student journal and printed copy of the mid-term and end-of-term progress report cards. For Grades 1 to 10, parent-teacher conferences are held once in each of the first two terms of school. Meanwhile, parent-teacher conferences are held once in each semester for Grades 11 and 12. Regardless, anytime during the school year, or as needed, parents may ask for consultation with the teachers via journal correspondence, phone, or a formal chat. Remotely, feedback is given through Managebac and video conferencing.

Interventions

Teachers must advise students through the term academic coverages the dates of the major summative assessments and other due dates.

Students must be given the pointers to review a week before the summative assessment. In the case of short quizzes, the pointers must be given at least two days before the assessment.

Absenteeism shall not exempt students from missed assessments or tests. Upon return to school, arrangements shall be made to address the missed assessment.

In the cases of late submission of major assessments, the following procedure must be followed:

- A chat with the student to determine the reason for not meeting the deadline. If the reason is valid, a new deadline will be set. If the reason is invalid, the student will be assigned a grade of zero.
- If the new deadline is still not met by the student, the teacher shall contact the parents.
- If, after contacting the parent, the student still fails to submit the assessment, they will already be assigned a grade of zero.

The school believes that homework is a significant tool that contributes to the student's successful mastery of topics taught in class. Therefore, it is highly recommended that teachers give a reasonable amount of homework to students every once in a while.

Accommodations

Accommodations for students with learning support requirements are given following the recommendations forwarded by the Office of the Academic Support and/or the Office of the Guidance and Counselling. These are discussed and set in place through team conferences and in accordance to the *SEN Policy* included in the *Student Support Services* document of the School. The student's teachers, adviser, academic coordinator, and the Support Services meet and determine the appropriate accommodations that would not decrease the standards of the assessment and therefore, the whole curriculum.

GRADING SYSTEM

System for School-Based Assessment

Effective School Year 2020-2021, Bannister Academy will follow a standardized grading system where Final Grades (FG) are computed by taking the weighted average of each assessment component and transmuting the resulting Percent Grade (PG) following the transmutation table indicated in Appendix B of the [DepEd Order No. 8, s. 2015](#) or by using the formula below.

$$FG = \begin{cases} \left\lfloor \frac{5 \times PG}{8} + 37.5 \right\rfloor & \text{if } PG \geq 60\% \\ \left\lfloor \frac{PG}{4} + 60 \right\rfloor & \text{if } PG < 60\% \end{cases}$$

The Final Grades for each term is maxed at 100 while the lowest is 60. At the end of the school year, the Final Grade for a subject is computed by taking the average of the Final Grades in each term. The passing grade for any subject is 75. Below is the summary of the numerical grades and letter grades used in the progress report.

Percent Grade	Final Grade	Description	Remarks
93.60 - 100.00	96-100	Excellent (E)	Pass
85.60 - 93.59	91-95	Proficient (P)	Pass
77.60 - 85.59	86-90	Very Good (VG)	Pass
69.60 - 77.59	81-85	Good (G)	Pass
60.00 - 69.59	75-80	Satisfactory (S)	Pass
less than 60	less than 75	Unsatisfactory (U)	Fail

A student is promoted to the next grade level only when the Final Grade in all subjects, except in Information Technology, is at least 75 or Satisfactory.

Failing at most two (2) subjects will result in an Extended School Year (ESY) for the student. To be promoted to the next grade, the student taking ESY must pass the removal exam given at the end of the two-week remedial classes. Passing the removal exam will result in a final grade of 75 in the subject.

Failing more than two (2) subjects will automatically result in the student failing the entire year. Hence, the student is retained in the current grade level and must retake all subjects.

Academic Weights for School-Based Assessment

For Regular In-person Classes (Face-to-Face)

Academic Subjects (Grades 1 to 10)

Term Examinations	30%
Unit Tests (2)	30%
Short Quizzes	15%
Class Activities	15%
Paideia Seminar	10%
TOTAL	100%

Non-Academic Subjects (Grades 1 to 10)

Art & Information Technology

Term Examinations	30%
Projects	45%
Class Activities	15%
Paideia Seminar	10%
TOTAL	100%

Physical Education

Term Examinations	35%
Unit Tests	50%
Compliance	15%
TOTAL	100%

Senior High School Subjects (Grades 11 and 12)

Formative Assessments	50%
Midterm Assessment	20%
Final Term Assessment	30%
TOTAL	100%

For Distance Learning (Online Classes)

All Subjects

Formative Assessments	50%
Midterm Assessment	20%
Final Term Assessment	30%
TOTAL	100%

System for Formal IB Assessment

Individual coursework subjects are graded on a scale of 1-7, with 7 being the highest grade. These grades serve as points used in the determination of awarding the IB diploma to the student. Core subjects such as Theory of Knowledge (TOK) and Extended Essay (EE) are graded using letter grades A to E.

Subject Grades	Description
7	The candidate has displayed a consistent and complete understanding of the subject matter. Both the required knowledge and skills are demonstrated almost flawlessly. Submissions by the candidate are always of high quality.
6	The candidate has displayed a consistent understanding of the subject matter. Both the required knowledge and skills are demonstrated with much mastery. Submissions by the candidate are almost always of high quality.
5	The candidate has displayed a relatively consistent and general understanding of the subject matter. Both the required knowledge and skills are demonstrated adequately. Submissions by the candidate are generally original and insightful.
4	The candidate has displayed an adequate understanding of the subject matter. Both the required knowledge and skills are demonstrated fine. Submissions by the candidate are occasionally original and insightful.

3	The candidate has displayed a rather limited understanding of the subject matter. Both the required knowledge and skills are demonstrated with some difficulty. Submissions by the candidate are mediocre. Application only occurs with full support.
2	The candidate has very limited understanding of the subject matter, and the required knowledge and skills that come along with it. Even with support, there is difficulty observed.
1	The candidate has very minimal understanding of the subject matter, and does not possess the required knowledge and skills, even with full support.

These letter grades are run through a matrix to determine the appropriate weighted points for IB diploma awarding. Creativity, Action, Service (CAS) is an unassessed and ungraded required core subject. As such, the maximum number of marks a candidate may garner is 45. This is made up of the 7 maximum marks for each of the six subjects (42 total), and the 3 maximum marks for TOK/EE.

Table 1. Matrix for TOK/EE points.

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				

Awarding of the IB Diploma

A candidate earns the full IB diploma by earning at least 24 points from the combined grades of in six subjects, as well as the grades from TOK and EE. If the candidate scores less than this threshold, the diploma is not awarded. Moreover, the candidate must fulfill a number of requirements before the diploma is awarded.

- All class requirements for CAS must be fulfilled.
- There is no “N” awarded for TOK, EE, or any of the coursework subjects.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 in any subject, whether SL or HL.
- There are no more than two grade 2s awarded in either SL or HL subjects.
- There are no more than three grade 3s awarded in either SL or HL subjects.
- At least 12 points have been awarded on HL subjects. For candidates taking up four HL subjects, the highest three grades will be counted.
- At least 9 points have been awarded on SL subjects. For candidates taking up only two SL subjects, at least 5 points must be awarded.
- There is no penalty awarded for academic misconduct.

ANALYSIS

Teachers use a standardized grading system to ensure accuracy of interpretation of assessment criteria. Standardization of these grading systems is key to providing a fair and meaningful assessment.

At Bannister Academy, a school-based grading system is used to fulfill the requirements of the DepEd. Meanwhile, DP assessments follow the IB-prescribed grading. At the end of Grade 12, successful DP students are awarded two diplomas- one for completing the Senior High School Program of DepEd and another for successfully completing DP.

Teachers must use assessment results as bases for setting or modifying learning goals for students and adjusting the approaches to teaching and learning in place. They must regularly evaluate, and if necessary, revise assessment practices based on experience and data.

Using these analyses, teachers are required to estimate each candidate's predicted grades. These predicted grades are done for all six subjects, including TOK and the EE. It is important to predict as close to the awarded grade as possible, so as to provide an accurate description of the candidate's performance. The release of these predicted grades to the candidates is left to the school's discretion.

POLICY REVIEW

This assessment policy will be subject to review by a committee composed of Bannister's DP teachers, as overseen by the DP coordinator. This committee will convene for review every three years, or as necessary. Reviews must be guided upon past data and information gathered from classes, as well as feedback gathered from stakeholders.

ADDITIONAL INFORMATION

This assessment policy intertwines with the schools other policies on admissions, language, special education needs, and academic honesty. As such, these policies may be used in coordination with one another.