



SINGAPORE SCHOOL MANILA

ASSESSMENT POLICY

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Singapore School Manila

INTERNATIONAL BACCALAUREATE (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 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.

SINGAPORE SCHOOL MANILA (SSM) VISION STATEMENT

Singapore School Manila aims to be a school known for providing a high standard of education, placing equal emphasis on all aspects of human development. Our goal is to develop global citizens who are creative, enquirers, thinkers, open-minded, knowledgeable, communicators, risk-takers, principled, caring, balanced, reflective, decisive, responsible and resilient, living and promoting in others a positive outlook in life.

SINGAPORE SCHOOL MANILA (SSM) MISSION STATEMENT

The SSM community — administrators, teachers, staff, parents, and students, commits to realizing the vision through:

- Striving for academic excellence using modern teaching strategies, disposing of the pressures and trauma associated with conventional teaching methods.
- Training our students to do higher thinking in all subjects, preparing them for a rapidly-changing world.
- Encouraging environmental and social awareness, thus empowering our students to take an active role as agents of positive change in the world.
- Developing the value of positivism through our educational system enabling our students to love learning and to cope well with the challenges of life.



SINGAPORE SCHOOL MANILA (SSM) LEARNER PROFILE ATTRIBUTES

Learner Profile Attributes	Learner Profile Statement
Balanced	SSM learners understand the importance of balancing physical, intellectual, emotional, and spiritual aspects of their lives to promote well-being for themselves and others. They recognize their interdependence with other people and with the world around them.
Caring	SSM learners demonstrate empathy, compassion, and respect in their interactions with others. They are committed to meaningful service and take purposeful action to make a positive difference in the lives of individuals, communities, and the wider world.
Communicators	SSM learners express themselves confidently and creatively through multiple languages and diverse modes of communication. They collaborate effectively, demonstrating active listening and respect for the perspectives of others.
Creative	SSM learners are imaginative and express their ideas confidently. They demonstrate initiative and resourcefulness, using their creativity to generate original solutions and meaningful outcomes.
Decisive	SSM learners make decisions quickly, confidently, and clearly. They are secure in their knowledge, question assumptions, and approach ideas with curiosity. They explore and evaluate concepts and arguments in a structured, critical, and analytical manner.
Enquirers	SSM learners cultivate their curiosity by developing strong enquiry and research skills. They are capable of learning independently and collaboratively, approaching knowledge with enthusiasm and maintaining a lifelong love of learning.
Knowledgeable	SSM learners develop and apply conceptual understanding by exploring knowledge across multiple disciplines. They engage thoughtfully with issues and ideas that hold both local and global significance.
Open-minded	SSM learners critically reflect on their own cultures and personal histories while respecting the values and traditions of others. They seek out and evaluate diverse perspectives and embrace opportunities for growth through their experiences.
Principled	SSM learners act with integrity and honesty, guided by a strong sense of fairness, justice, and respect for the dignity and rights of all people. They take responsibility for their actions and the consequences that follow.
Reflective	SSM learners reflect thoughtfully on the world as well as their own ideas and experiences. They seek to understand their strengths and areas for growth to support continuous learning and personal development.
Resilient	SSM learners demonstrate resilience, recovering quickly from challenges and setbacks. They apply determination, perseverance, and grit to solve problems and navigate the difficulties of life effectively.
Responsible	SSM learners are trustworthy and dependable, following through on their commitments and responsibilities. They take ownership of their learning and actions, demonstrating accountability for their conduct and for school property or resources entrusted to them, and they are willing to explain their decisions and actions.
Risk-takers	SSM learners approach uncertainty with foresight and determination. They work both independently and collaboratively to explore new ideas and innovative strategies, demonstrating resourcefulness and resilience in the face of challenges and change.
Thinkers	SSM learners apply critical and creative thinking skills to analyze complex problems and take responsible action. They exercise initiative and make reasoned, ethical decisions in all aspects of their learning and life.



Singapore School Manila

STATEMENT OF ALIGNMENT

Singapore School Manila (SSM) affirms its commitment to delivering an internationally benchmarked education that is grounded in both academic excellence and holistic human development. Central to this commitment is the alignment between the school's Vision and Mission Statements and the principles articulated in the International Baccalaureate (IB) Mission Statement. As an IB World School offering Diploma Programme developed by the International Baccalaureate, SSM recognizes that its educational philosophy must be consistent with the IB's overarching goal of developing inquiring, knowledgeable, and caring young people who contribute to building a better and more peaceful world through intercultural understanding and respect.

The IB Mission emphasizes rigorous academic programmes, meaningful assessment, and international-mindedness, encouraging students to become active, compassionate, and lifelong learners who appreciate diverse perspectives. Similarly, SSM envisions itself as a school that provides a high standard of education while placing equal emphasis on all aspects of human development. The attributes identified in the SSM Vision such as being creative, knowledgeable, principled, open-minded, reflective, and resilient closely reflect the IB Learner Profile and reinforce a shared commitment to nurturing globally competent and ethically responsible individuals.

Furthermore, the SSM Mission underscores academic excellence through modern pedagogical approaches, the cultivation of higher-order thinking skills, environmental and social awareness, and the development of resilience and a positive outlook toward lifelong learning. These commitments parallel the IB's dedication to challenging programmes of international education that prepare students to navigate complexity, respect differences, and take principled action in an interconnected world.

Through this alignment, SSM ensures that its policies, instructional practices, and community engagements consistently embody the values of international-mindedness, academic rigor, and holistic growth. This policy framework therefore affirms that the SSM Vision and Mission are not only compatible with, but are strengthened by, the IB philosophy, guiding the school community toward the shared objective of developing globally aware, compassionate, and empowered learners.



I. PHILOSOPHY AND PURPOSE

At Singapore School Manila (SSM), assessment is regarded as a fundamental component of the teaching and learning process. This policy provides guidance to all members of the school community on the principles, purposes, and practices that underpin assessment within the Diploma Programme.

Assessment at SSM serves as a structured and systematic means of evaluating student progress in terms of understanding, knowledge, and skills. Beyond measurement, assessments function as a critical source of feedback for students, teachers, and parents, supporting the continuous improvement of learning and teaching.

In alignment with the definitions provided by the International Baccalaureate Organization, assessments encompass any task completed by students that demonstrates their abilities. Examinations, as a specific type of assessment, are conducted under strictly controlled conditions. Assessments may take multiple forms, including projects, presentations, written work, and practical tasks.

SSM's teaching model, which frames all teaching and learning practices within the school, emphasizes that assessment occurs consistently and continuously throughout the learning process. Assessment may be administered over extended periods and integrated into everyday learning activities to capture authentic evidence of student progress. The **different purposes of assessment** are emphasized within the **consolidation stage of the school's teaching model**.

The school distinguishes between the primary purposes of assessment:

Formative Assessments – Often referred to as “assessment for learning,” formative assessments provide ongoing feedback on students’ strengths and areas for development. This information enables both teachers and students to implement corrective measures that enhance learning outcomes. Checkpoint activities, a core component of formative assessment at SSM, are brief, targeted tasks embedded within the teaching process to provide rapid feedback on student understanding. Formative assessments are intended to support learning and, therefore, are not graded.

Summative Assessments – Referred to as “assessment of learning,” summative assessments evaluate students’ mastery of content and skills, demonstrating their readiness to progress to subsequent stages of learning. Examinations, a common form of summative assessment at SSM, are conducted under formal conditions and typically mark the conclusion of a learning unit. Summative assessments provide evidence of student achievement and inform decisions regarding progression and academic preparedness.



Through this philosophy, SSM affirms that assessment is both a tool for measuring achievement and a mechanism for fostering deeper understanding, ensuring that all students receive the guidance, feedback, and support necessary to maximize their learning potential.

II. PRINCIPLES AND PRACTICES

A. Assessment Principles

The following principles govern assessment practices within the Diploma Programme:

1. Assessments shall support subject-specific objectives and the overall goals of the Diploma Programme. They must be designed to accurately measure understanding, knowledge, and skills.
2. Assessment shall occur consistently throughout the teaching and learning process, not only at the end of units. Multiple, varied opportunities shall be provided for students to demonstrate their learning.
3. Students shall receive timely, consistent, and appropriate feedback to support learning, reflection, and growth. Outcomes and processes shall be regularly evaluated to guide further instruction.
4. Assessments shall consider language proficiency and ensure that all students have equitable opportunities to succeed.
5. Assessments shall align with the Diploma Programme's Approaches to Teaching and the school's pedagogical framework. They shall be carefully designed to promote optimal learning outcomes without causing undue stress.
6. Assessment results shall be accurately recorded and reported to students, teachers, parents, and relevant external institutions. Students shall understand the standards and expectations for each subject to support their academic growth and success.
7. Assessments shall be appropriately challenging to foster learning and development while maintaining a positive and encouraging learning environment. Students shall be supported to achieve success through preparation, effort, and reflection.



B. Assessment Practices

The following practices guide the design, administration, and evaluation of assessments within the Diploma Programme at Singapore School Manila (SSM):

1. To ensure students have multiple opportunities to formally demonstrate their learning, **each term** the following shall be conducted:
 - a **maximum of four (4) summative assessments**.
 - **one (1) term test**.
 - a range of **coursework and in-class activities** linked to IB assessments relevant to the subject.
2. Term tests shall consolidate learning and build upon prior knowledge. Each term test shall include:
 - **Questions on previous topics** drawn from earlier units of study.
 - **Questions on current topics** derived from the most recent unit(s) of study.
 - **Extension questions** that require students to apply knowledge to real-life contexts and engage with conceptual understanding.
3. Students shall be informed of any examination at least **one week in advance**. Generally, students are provided a single opportunity to complete each examination. Retakes are not routinely provided; however:
 - If an absence is deemed necessary and unavoidable, the student may be permitted to take the examination at a later date or be excused.
 - Unexcused absences may result in a score of zero for the assessment.
4. All assessments must be submitted to the Diploma Programme Coordinator (DPC) in advance of administration: **summative assessments** at least **one week** prior, and **term tests** at least **two weeks** prior, accompanied by the corresponding mark scheme. The DPC shall review both the assessment and the mark scheme to ensure accuracy and alignment with course objectives.



Once approved, the DPC shall reproduce the assessment and provide it to the subject teacher on the day of administration. After the assessment is conducted, the subject teacher has **a maximum of five (5) school days** to review and mark the work. Following this, the completed assessment must be submitted to the DPC for final checking before being returned to students.

5. Examination Invigilation Guidelines

Before the Examinations

Prior to the administration of any assessment, subject teachers or designated invigilators shall take appropriate measures to ensure that the examination environment upholds the principles of fairness, order, and academic integrity.

- Subject teachers or invigilators shall ensure that the examination room is properly prepared before students enter. Seating arrangements must allow for adequate spacing between students to minimize opportunities for academic misconduct.
- Invigilators shall ensure that all examination materials, including question papers and answer booklets, are complete and ready for distribution. Students must be provided with clear instructions regarding the conduct of the examination and the permitted materials.
- At the beginning of any assessment, subject teachers or designated invigilators must be particularly vigilant for any unauthorized materials or devices present in the classroom or brought into the room by students. Invigilators shall take proactive measures to ensure examination integrity, such as conducting pocket checks or instructing students to place all bags and personal belongings at the front of the classroom prior to the start of the examination.
- Before the examination begins, the invigilator shall read the [official invigilation script](#) and provide students with any necessary instructions to ensure that all candidates clearly understand the rules and procedures governing the assessment.
- Using the restroom is only permitted before the start of the examination. Once the examination has begun, students will not be allowed to leave the examination room.



During the Examinations

During the administration of the examination, subject teachers or designated invigilators shall maintain active and vigilant supervision to ensure that all procedures are followed and that the integrity of the assessment is preserved.

- All invigilators must read and follow the official invigilation script during the administration of summative assessments or term tests. Invigilators are required to give their full attention to the supervision of the examination at all times. Engaging in unrelated activities, such as reading or marking students' work, is strictly prohibited. Any conversation between invigilators must be brief, quiet, and limited to matters concerning the conduct of the examination.
- Subject teachers or invigilators shall circulate regularly throughout the examination room to monitor student activity and prevent any form of academic misconduct. While moving around the room, invigilators must avoid disturbing or distracting students and should not remain in a single location for extended periods.
- Invigilators are encouraged to occasionally position themselves at the back of the room to ensure that students cannot predict which areas are being observed, thereby maintaining the integrity of the examination environment.
- Students must never be left unsupervised during an examination. If a subject teacher or invigilator must leave the examination room, another subject teacher or the Diploma Programme Coordinator (DPC) must remain present to ensure continuous supervision of all students.
- Invigilators shall ensure that the examination environment remains quiet, orderly, and conducive to concentration throughout the duration of the assessment. Any irregularities or suspected cases of academic misconduct observed during the examination must be addressed in accordance with the school's academic integrity procedures.



After the Examinations

Upon the completion of the examination, subject teachers or designated invigilators shall ensure that all examination procedures are concluded in an orderly and secure manner.

- All examination papers, answer booklets, and any additional materials distributed during the assessment must be collected from students before they leave the examination room. Invigilators shall verify that the number of scripts collected corresponds to the number of candidates present.
- Subject Teachers/ Invigilators shall ensure that all students have properly completed the required identification details on their answer booklets or examination papers prior to submission.
- Students shall remain seated and silent until all examination materials have been collected and the invigilator has formally dismissed the class. Dismissal must take place in an orderly manner to maintain the integrity of the examination process.
- Any suspected or confirmed cases of academic misconduct, examination irregularities, or unusual incidents observed during the examination must be documented and reported promptly to the Diploma Programme Coordinator (DPC) for appropriate review and action.
- After the examination, all collected scripts and related materials shall be secured and submitted to the appropriate subject teacher or to the Diploma Programme Coordinator (DPC) in accordance with school procedures for marking and record-keeping.
- Subject Teachers/ Invigilators must ensure that examination materials remain confidential. Examination papers, mark schemes, and related documents must not be discussed, reproduced, or distributed without proper authorization.



III. GRADE REPORTING

A. Grading Components

Singapore School Manila (SSM) ensures that its assessment framework aligns with the principles and practices of the International Baccalaureate (IB) programme. To maintain transparency, rigor, and consistency, SSM defines the weighting of assessment components for each subject group in a manner that reflects IB DP expectations. These components are designed to evaluate students' knowledge, skills, and understanding across a variety of learning tasks, including coursework, summative assessments, term tests, and presentations. The distribution of weightings supports fair, comprehensive, and authentic assessment of student learning while mirroring the IB emphasis on both formative and summative

Subject Group	Coursework	Summative Assessments	Term Test / Presentations
Groups 1–5	30%	30%	Term Test: 40%
Group 6	Coursework (Skills Activities): 35%	30%	Presentations: 35%
CORE: Theory of Knowledge (TOK)	70%	–	Term Test: 30%

B. Marks and Bands

In SSM's Diploma Programme, a distinction is made between **marks** and **bands**:

- **Marks** represent the quantity of correct responses or points achieved in a specific assessment and are typically translated into percentage scores.
- **Bands** refer to the numerical scale (1–7) that corresponds to specific percentage score ranges, referred to as **grade boundaries**. Each subject and level has its own defined grade boundaries. Bands also indicate the standards that a student's work has achieved relative to the established IB grade descriptors.

Grade Boundaries for each academic year are determined based on the **average of the official IB May session grade boundaries** from the past three years, including the current year, using **Timezone 1 data** as a reference. In addition, a **+5 mark adjustment** is applied to each subject's grade boundaries to



account for (1) preparation for, and development of, a stronger student cohort, and (2) school's internal grading components that are not assessed by IB.

C. Academic Merits and Conduct Award

An **Academic Merit Award** is now only given to Pre-University students who will meet all of the following conditions listed below at the end of every term.

- ☐ Achieve at least a total score of 36
- ☐ Have no grade of 2 or below in any subjects
- ☐ Attain a minimum TOK grade of B
- ☐ Fulfill all termly CAS and EE requirements

A **Conduct Award** is given only to Pre-University students who attain a conduct grade of "Very Good" or higher at the end of every term.

D. Promotion Guidelines

DEFINITION OF A FAILING GRADE

Any percentage scores that fall within **Band 2**, as determined by the official subject grade boundaries for the academic year, shall be considered as **failing**. For **Theory of Knowledge (TOK)**, any percentage scores falling within **Band E** will likewise be considered as failing.

GUIDELINES FOR CONDITIONAL PROMOTION

Any **Pre-University 1** student who receives **two (2) average grades of 2** in any subjects and/or a **Grade E in Theory of Knowledge** after three academic terms will be required to take a **removal examination** to demonstrate readiness for the next academic level.

- Should the student pass this examination, they will be eligible for promotion.
- In the event that the student does not pass the removal examination, the school will recommend a **transfer to another school** where the student may find a more suitable learning environment.

GUIDELINES FOR NON-PROMOTION

A **Pre-University 1** student who receives **three (3) average grades of 2** in any subjects and/or a **Grade E in Theory of Knowledge** after three academic terms will not meet the requirements for promotion to the next academic level. In such cases, the student will be **advised to transfer to another school** where their academic needs may be better supported.



E. Reporting Practices

1. Frequency of Reporting

Formal grading for all SSM students is conducted **every trimester**. **Report cards** are issued **2–3 weeks after the conclusion of each term**.

2. Report Card Components

Each report card shall include the following:

- a. **Subject Grades** – The grade band achieved by the student in each subject for the term, along with the corresponding **grade descriptors**.
- b. **Conduct** – Conduct grades reflect how well students have adhered to the school's Code of Conduct. For IB Diploma Programme students, conduct grades are assigned as follows:
 - **Outstanding** – No correction slips
 - **Very Good** – 1 White Slip (minor correction)
 - **Satisfactory** – 2 White Slips (minor corrections)
 - **Poor** – 3 White Slips or 1 Pink Slip (major correction)
- c. **Learner Profile Attributes** – In alignment with the school's focus on holistic development, students are assessed on IB Learner Profile attributes using three levels: **Always, Sometimes, Not Evident**.
- d. **Remarks** – Narrative comments highlighting:
 - Development of **Approaches to Learning (ATL)** skills, with a minimum of two (2) positive comments and one (1) area for improvement.
 - Progress in **Creativity, Activity, Service (CAS)**.
 - Development of research and academic skills relevant to the **Extended Essay**.
 - Progress on the **Extended Essay** itself.



3. Parent-Teacher Conferences

Parent-teacher conferences are held **each trimester** to provide parents and guardians an opportunity to meet with teachers and discuss student progress. Additional consultations may occur on an **individual basis by appointment**, as needed.

IV. PREDICTED GRADES

In the IB Diploma Programme, predicted grades are a teacher's professional estimation of the grade a student is most likely to achieve at the end of the programme after completing all assessment components, including coursework and examinations. Predicted grades are awarded using the IB grading scale of 1 - 7 for subjects and A - E for Theory of Knowledge (TOK) and the Extended Essay (EE).

Predicted grades are based on evidence from the whole body of a student's work and must reflect the qualities demonstrated in the student's performance throughout the course. Evidence may include classwork, coursework, homework, assessments, internal assessments, and mock examinations. Teachers also use IB subject grade descriptors and their knowledge of IB standards to determine the grade that best represents the student's most likely outcome.

Predicted grades serve multiple functions within the IB system. They help manage student expectations, support university applications, and provide the IB with contextual information during grade award processes. Accuracy in predicted grades is therefore essential to ensure that students receive fair expectations and that the integrity of the IB assessment system is maintained.

Internal Predicted Grade Process

Singapore School Manila implements a structured process to ensure predicted grades are data-informed, standardized, and accurate.

1. Termly Tracking Predictions (Year 1)

At the end of every term beginning in Year 1 of the Diploma Programme, teachers generate a termly predicted grade for each student.

These grades are:

- Used for internal tracking and teacher data analysis
- Not included in official report cards
- Intended to monitor student progress and performance trends

This process allows teachers to gather longitudinal data on student achievement.



2. End of Year 1 Predicted Grades

At the end of Year 1, subject teachers determine a provisional predicted grade for each student. Teachers determine this prediction using two sources:

- **Data-driven grade:** Derived from the pattern of termly predicted grades and assessments
- **Potential grade:** Determined through comparison of the student's work with IB subject grade descriptors

Teachers combine these two considerations and determine the best-fit predicted grade, reflecting the grade the student is most likely to achieve at the end of the programme. This approach follows IB guidance that predictions must be based on multiple pieces of evidence and a best-fit comparison with grade descriptors. Teachers must not inflate predicted grades to motivate students or meet external expectations. The predicted grade submitted must always represent the most realistic estimate of the student's final IB result.

All predicted grades are then submitted to the Diploma Programme Coordinator (DPC) for collation.

4. Start of Year 2 Predicted Grade Review

At the beginning of Year 2, the DPC meets individually with each student to discuss their predicted grades. The purpose of this meeting is to:

- Explain the evidence behind the predicted grade
- Set realistic expectations for final IB performance
- Clarify academic strategies for improvement

Following this consultation, the predicted grades are finalized for university application purposes. No changes to predicted grades will be accepted after this meeting unless there are exceptional circumstances.

5. Communication of Predicted Grades

Final predicted grades for university applications are formally communicated to both students and parents using the IB DP Predicted Grades Form. In line with IB guidance, predicted grades are communicated as part of a conversation with students, emphasizing that they represent a professional estimation rather than a guaranteed final outcome.



6. Final Predicted Grades for IB Submission

A second and final round of predicted grades is conducted later in Year 2 prior to IB submission deadlines. These predicted grades:

- Reflect updated evidence of student performance
- Incorporate results from mock examinations
- Represent the teacher's most accurate estimate of the grade the student will receive from the IB

Predicted grades are then entered into the IB system by the Diploma Programme Coordinator, in accordance with IB submission timelines.

V. AWARDING THE IB DIPLOMA

Conditions for achieving the diploma

A candidate can only receive an IB Diploma if the following conditions are met.

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the 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).

Bilingual diplomas

In addition to the usual diploma, a "bilingual diploma" can be awarded to a candidate who:

- completes two languages selected from group 1 with a grade 3 or higher in both.
- completes one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must get a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.



The following cannot contribute to the award of a bilingual diploma:

- an extended essay
- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma ("additional subjects").

VI. COMMUNITY RESPONSIBILITIES

The effective implementation of assessment at Singapore School Manila (SSM) requires shared responsibility among all members of the school community. Each stakeholder has defined roles to ensure assessments are conducted with integrity, transparency, and alignment with the International Baccalaureate (IB) Diploma Programme requirements.

1. Responsibilities of Students

Students are expected to:

- Engage fully and actively in all courses and learning activities.
- Reflect regularly on their progress, strengths, and areas for improvement.
- Take ownership of their learning by seeking feedback and developing strategies to enhance performance.
- Collaborate with teachers to develop a clear understanding of assessment criteria.
- Complete all assessments with integrity, adhering to the principles and regulations of academic honesty.
- Comply with all requirements and regulations for both internal and external assessments.
- Meet all deadlines and complete all assessment requirements.
- Authenticate all work submitted to the IB.
- Demonstrate the attributes of the IB Learner Profile consistently.



2. Responsibilities of Teachers

Teachers are responsible for:

- Providing students with the subject guide at the start of each course.
- Explaining the assessment requirements and the components that contribute to internal and external evaluations.
- Offering rubrics and guidance to help students understand standards and successfully complete tasks.
- Clearly communicating expectations regarding quality, format, and submission deadlines.
- Accurately marking and grading assessments, and reporting results to students and parents.
- Monitoring student progress and providing timely, qualitative feedback to guide learning.
- Reflecting on the effectiveness of teaching strategies and assessment instruments.
- Guiding students during the planning and execution stages of internally assessed work.
- Ensuring students understand assessment criteria and address them effectively.
- Authenticating student work and confirming compliance with academic honesty prior to IB moderation.
- Applying assessment criteria and level descriptors accurately for internally assessed work.
- Supporting students in preparing for external assessments, including revision strategies.
- Providing accurate predicted grades and using assessment data to improve teaching and learning outcomes.



3. Responsibilities of the Diploma Programme Coordinator

The DP Coordinator shall:

- Communicate programme expectations to students and parents.
- Develop and maintain an internal calendar of assessment due dates and examination schedules.
- Ensure the quality, alignment, and pacing of instruction in accordance with IB curriculum outcomes.
- Notify teachers, students, and parents of any changes to assessment requirements issued by the IB.
- Support teachers in understanding assessment standards and designing meaningful, enriching assessments.
- Promote the use of assessment data to inform teaching practices.
- Collect and review student progress data from teachers and guide the provision of effective feedback.
- Communicate with parents regarding concerns about assessment completion or results.
- Lead the review and ongoing development of the school's Assessment Policy.

4. Responsibilities of the Head of School

The Head of School is responsible for:

- Establishing and maintaining clear assessment principles that guide teaching and learning across the school.
- Communicating the Assessment Policy to all members of the school community.
- Participating in the ongoing review and refinement of the programme's Assessment Policy to ensure it remains effective and aligned with IB standards.



Singapore School Manila

VII. LINKAGES AND REVIEW

This Assessment Policy shall be implemented in alignment with the school's Admission and Preparation Policy, Inclusion Policy, and Language Policy. All assessment practices, procedures, and decisions shall remain consistent with the principles and provisions outlined in these related policies to ensure coherence, fairness, and equitable support for all learners.

This policy shall be reviewed annually at the conclusion of each academic year by the School Leadership Team. Revisions, when deemed necessary, shall be made to ensure that the policy remains responsive to the evolving needs of the school community, aligned with IB requirements, and effective in supporting student learning and development.